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ABSTRACT

THIS PROGESSS REPORT ON COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS IN WEST VIRGINIA UNDER THE TITLE 1, HIGHER EDUCATION ACT OF 1965, DEALS WITH 28 COMPLETED PROJECTS, 17 OTHERS IN PROGRESS, AND TWO PROJECTS APPROVED BUT NOT YET BEGUN. THE FIRST SECTION CONTAINS A STATISTICAL SUMMARY ON INSTITUTIONAL PARTICIPATION, PRIMARY PROBLEM OR SUBJECT AREAS, MAIN OBJECTIVES, METHODOLOGY, LENGTH OF FUNDING, PERIOD, DURATION OF THE ACTIVITY, FREQUENCY OF SESSIONS, TOTAL INSTRUCTIONAL OR SERVICE HOURS, PROJECT BACKGROUND, EXTENT AND POPULATION OF GEOGRAPHIC AREAS SERVED, TYPE OF PROGRAM LEADERSHIP, PROJECTED FOLLOWUP ACTIVITIES, MAJOR EVALUATION PROCEDURES, TOTAL PARTICIPATION, AND DEMOGRAPHIC DATA (BY SEX, AGE GROUPS, AND EDUCATIONAL LEVELS). THE NEXT SECTION DESCRIBES CONFERENCES, WORKSHOPS, LEADERSHIP TRAINING INSTITUTES, CULTURAL AND INFORMATIONAL PROGRAMS, PROFESSIONAL CONTINUING EDUCATION, LAW ENFORCEMENT TRAINING, AND OTHER COMPLETED PROJECTS AT WEST VIRGINIA UNIVERSITY AND 12 OTHER INSTITUTIONS. ANOTHER SECTION SIMILARLY COVERS PROJECTS STILL IN PROGRESS IN CONTINUING EDUCATION AND OTHER AREAS. A STATE AGENCY FINANCIAL REPORT AND OTHER SUMMARY DATA ALSO APPEAR. (LY)

ED035844

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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STATE OF WEST VIRGINIA

ANNUAL REPORT-FISCAL 1969

Community Service Continuing Education

AC006368

WEST VIRGINIA UNIVERSITY
Room 109 Mineral Industries Bldg.
Morgantown, West Virginia 26506

ANNUAL REPORT FOR FISCAL 1969

Submitted by:

THE WEST VIRGINIA STATE AGENCY

For

COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS

TITLE I - HEA

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

OFFICE OF EDUCATION - BAVLP/AEP

Period Covered:

July 1, 1966 - June 30, 1969

State:

West Virginia

PROGRESS REPORT
ON
COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS

RE: Reg. 173.20 (d)

STATUS OF PROJECTS		FY 1966	FY 1967	FY 1968	FY 1969	Totals
I.	Number of Projects Approved	8	11	24	20	63
II.	Number of Projects Started	8	11	24	18	60
III.	Number of Projects Completed	8	10	23	3	44
IV.	Number of Projects Approved but not started	0	0	0	2	2
V.	Number of Projects in Progress	0	1	1	15	17

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

OFFICE OF EDUCATION - BAVLP/AEP

Period Covered:	State:
July 1, 1968 - June 30, 1969	West Virginia

Progress Report
On
Community Service and Continuing Education Programs

RE: Reg. 173.20 (d)

Status of Projects	FY 1966	FY 1967	FY 1968	FY 1969	Totals
I. Number of Projects Completed	2	4	19	3	28
II. Number of Projects Started	0	0	10	18	28
III. Number of Programs Approved	0	0	0	20	20

A. COMPLETED PROJECTS

I.D. NUMBERS	TITLE OF PROJECTS	FEDERAL	MATCHING	STATE
66-018-001	Higher Education and Community Problem-solving	$55,730	$ 8,524	$64,254
66-018-006	Public Administration and Community Planning - Phase I	35,209	16,222	51,431
***	***	***	***	***
67-018-002	Citizenship Responsibility for Labor and Labor Leaders - Phase II	29,640	------	29,640
67-018-007	Continuing Education in Community and Area Planning	18,676	1,000	19,676
67-018-009	Appalachian Church Leadership Development in Social and Community Affairs	26,799	5,760	32,559
67-009-011	Development of Projected Materials for Adult Education in Conservation	4,250	1,079	5,329
***	***	***	***	***
68-018-001	Continuing Education in the Fine Arts	7,059	5,788	12,847
68-001-002	Program for Public Officials	1,166	1,327	1,493
68-018-003	A State and Local Government Citizenship Test (TV)	4,595	2,855	7,450
68-020-004	A Workshop in High School Counseling	2,970	990	3,960
68-015-005	A Community Prepares for the National Presidential Campaign	3,385	3,385	6,770
68-016-008	Southern West Virginia Community Education Project	17,991	6,500	24,491
68-020-009	Use of Clinical Supervision to Develop and Strengthen Community Education	6,170	5,400	11,570
68-020-011	Certificate Program in Citizenship	5,831	2,607	8,438
68-018-012	Appalachian Church Leadership Development in Social and Community Affairs - Phase II	6,407	11,059	17,466
68-018-014	Educational Program on Citizenship Responsibility - Phase I	19,925	13,500	33,425
68-017-016	Fine Arts Institute - Phawe I	12,475	4,200	16,675

A. COMPLETED PROJECTS (cont.)

I.D. NUMBERS	TITLE OF PROJECTS	FEDERAL	MATCHING	TOTALS
68-018-017	West Virginia Youth Awareness on Counseling and Guidance	$ 7,876	$10,796	$18,672
68-018-018	Continuing Educational Program for Social Welfare Practitioners - Phase I	6,102	9,179	15,281
68-007-019	Monongahela Festival of the Arts-Phase I	4,000	1,350	5,350
68-008-020	Hospitality Clinics	2,208	1,610	3,818
68-003-021	Dimensions for Leadership - Phase I	1,600	600	2,200
68-014-022	Law Enforecement Training Program	1,847	620	2,467
68-006-023	Certificate Program in Consumer Education	2,568	713	3,291
68-013-024	Workshop in Developing a Nursing Program	1,930	643	2,573
69-015-007	The Black American and his Heritage	2,428	2,889	6,572
69-003-016	New Dimensions - Education for Re-Entry	3,753	1,255	5,008
69-003-017	New Dimensions - Community Factors in the Retention and Development of Industry Phase II	800	300	1,100
***	***	***	***	***
	B. PROJECTS IN PROGRESS			
67-018-005	Public Administration Educational Services	34,728	6,190	40,918
***	***	***	***	***
68-018-006	A Pre-Legislative Conference for the West Virginia State Legislature	22,905	15,530	38,435
***	***	***	***	***
69-018-001	Contingency Management Training for Non-Professional Child Development Teachers	17,863	20,434	38,297
69-018-002	A Public Relations Workshop for West Virginia School Board Members	3,652	11,529	15,181
69-017-003	Fine Arts Institute - Phase II	5,080	12,970	18,050
69-018-004	Critical Issues Conferences	13,852	7,829	21,681
69-015-005	Project Awake	5,653	8,964	14,617
69-018-006	Continuing Education for Social Welfare Practitioners - Phase II	8,203	18,684	26,887
69-018-008	Appalachian Church Leadership Development in Social and Community Affairs	9,732	16,771	26,503

B. PROJECTS IN PROGRESS (cont.)

I.D. NUMBERS	TITLE OF PROJECTS	FEDERAL	MATCHING	TOTAL
69-020-010	Certificate Program in Urban Living	$ 3,630	$ 1,200	$ 4,830
69-020-011	Career Development for High School Counselors	2,399	1,620	4,019
69-016-012	Para-Professional Training for the Wyoming County Schools	3,881	3,882	7,763
69-016-013	Developing Negro Leadership for Organization and Organizational Participation	3,996	3,997	7,993
69-018-014	Educational Program on Citizenship Responsibility - Phase III	13,800	13,708	27,508
69-007-018	West Virginia Festival of the Arts-Phase II	3,168	7,932	11,100
69-009-019	The Growth and Development of the Writing Arts in West Virginia	4,075	7,080	11,155
69-013-020	Refresher Courses and Workshops in Environmental Sciences	6,353	2,100	8,453
***	***	***	***	***

C. PROJECTS APPROVED BUT NOT YET STARTED

69-020-009	Use of Clinical Supervision to Strengthen and Develop Community Education - Phase II	6,253	3,152	9,405
69-014-015	Community Priorities for Progress	2,700	4,206	6,906
***	***	***	***	***

SCHEDULE A

Statistical Summary

STATISTICAL SUMMARY

	1966**	1967**	1968**	1969
		Number		
1. Institutional Participation				
a. Land grant and/or state university	1	1	1	0
b. Other four-year public institutions	2	4	7	1
c. Four-year private institutions	3	3	6	1
d. Two-year public institutions	1	1	1	0
e. Two-year private institutions	0	0	0	0
TOTAL	7	9	15	2
2. Primary Problem Areas				
a. Housing	0	0	0	0
b. Poverty	0	0	3	0
c. Government	6	6	8	0
d. Employment	0	1	0	0
*e. Youth Opportunities	0	1	6	2
f. Transportation	0	0	0	0
g. Health	0	0	1	0
h. Recreation	0	0	0	0
i. Land Use	0	0	0	0
j. Community Development	2	2	5	1
TOTAL	8	10	23	3
3. Central Purpose				
a. Individual Improvement	4	6	12	2
b. Organizational Change	2	1	2	0
c. Improvement of Services	2	1	7	1
d. Managerial Improvement	0	1	0	0
e. Multi-purpose	0	1	2	0
TOTAL	8	10	23	3
4. Methodology				
a. Course	3	4	6	1
b. Conference/workshop/seminar	5	6	16	2
c. Counseling service	0	0	0	0
d. Radio/TV	0	0	0	0
e. Research-demonstration/experimental	0	0	1	0
f. Course and Counseling	0	0	0	0
g. Conference and Counseling	0	0	0	0
h. Radio/TV and Counseling	0	0	0	0
i. Radio/TV and Conference	0	0	0	0
j. Radio/TV and Course	0	0	0	0
TOTAL	8	10	23	3

*Educational projects included in youth opportunities
**Revised

	1966	1967 Number	1968	1969
5. Length of Funding Period				
a. One month or less	0	1	1	1
b. 2-5 months	0	0	8	1
c. 5-9 months	5	0	7	1
d. 10-12 months	0	6	3	0
e. 13-18 months	2	2	4	0
f. More than 18 months	1	1	0	0
TOTAL	8	10	23	3
6. Duration of Activity				
a. One-half day	0	0	0	0
b. One day	0	0	0	0
c. Two to five days	0	0	0	0
d. Six to fourteen days	0	0	0	0
e. Fifteen to thirty days	0	1	2	1
f. One to three months	2	0	3	1
g. Four to twelve months	5	8	16	1
h. More than one year	1	1	2	0
TOTAL	8	10	23	3
7. Frequency of Sessions				
a. One time only	0	1	2	1
b. Daily	0	0	4	0
c. Weekly	5	5	9	2
d. Two to three times weekly	0	0	0	0
e. Monthly	0	0	0	0
f. Twice monthly	0	0	0	0
g. Others - periodic scheduling	3	4	8	0
TOTAL	8	10	23	3
8. Total Instructional or Service Hours				
a. 3-6 hours	0	0	0	1
b. 7-14 hours	1	0	1	0
c. 15-30 hours	1	2	5	2
d. 31-60 hours	2	2	12	0
e. 61-100 hours	2	0	5	0
f. 101-300 hours	2	4	0	0
g. More than 300 hours	0	2	0	0
TOTAL	8	10	23	3
9. Relation to Prior History				
a. New program	8	1	17	2
b. Continuation of Title I supported program	0	8	3	1
c. Expansion or improvement of Title I supported program	0	0	2	0
d. Expansion or improvement of existing non-Title I program	0	1	1	0
TOTAL	8	10	23	3

	1966	1967 Number	1968	1969
10. Extent of Geographic Area Served				
a. One neighborhood within a city	0	0	0	0
b. Two or more neighborhoods within a city	0	0	0	0
c. City-wide	1	1	0	0
d. Two or more cities/towns	0	0	2	0
e. A standard metropolitan statistical area	0	0	0	0
f. Multi-county section of a state	3	4	11	2
g. State-wide	4	5	10	1
h. Multi-state	0	0	0	0
i. Other	0	0	0	0
TOTAL	8	10	23	3
11. Population of Geographic Area Served				
a. Over 1,000,000	4	5	10	0
b. 500,000 - 1,000,000	0	0	0	0
c. 250,000 - 500,000	0	0	0	0
d. 100,000 - 250,000	3	4	11	2
e. 25,000 - 100,000	1	1	2	0
f. 5,000 - 25,000	0	0	0	1
g. Less than 5,000	0	0	0	0
TOTAL	8	10	23	3
12. Nature of Area Served				
a. Urban	0	0	0	0
b. Suburban	0	0	0	0
c. Rural	0	0	0	0
d. Urban and rural	8	10	23	3
e. Urban and Suburban	0	0	0	0
f. Urban, suburban, and rural	0	0	0	0
TOTAL	8	10	23	3
13. Type of Program Leadership				
a. Major share of total project carried out by higher education faculty and staff	7	9	16	1
b. Major share of total projects carried out by consultants	0	0	5	2
c. Major share of total project carried out by participants	0	0	0	0
d. Major share of total project carried out by HE faculty and participants	0	1	0	0
e. Major share of total project carried out by others	1	0	2	0
TOTAL	8	10	23	3

	1966	1967	1968	1969
		Number		
14. Projected Follow-up Activities				
a. Conference/workshops/courses to be held	0	0	2	0
b. Participants will hold meetings on their own	0	2	1	0
c. Definite group action to be undertaken	0	0	6	0
d. Definite individual action to be undertaken	1	0	1	0
e. Public information program to be undertaken	0	0	0	0
f. None	7	8	13	3
g. Other	0	0	0	0
TOTAL	8	10	23	3
15. Major Evaluation Procedures				
a. Participant reactions	8	10	17	2
b. Administration of pre- and post tests to participants	0	0	3	1
c. Staff appraisal of changed group practices	0	0	1	0
d. Other - grades	0	0	2	0
TOTAL	8	10	23	3
16. Total Participation	588	672	4,860	627
17. Demographic Data on Participants				
A. Males				
1. Number by age groups				
a. Under 21	0	0	300	6
b. 21-35	230	115	725	89
c. 36-55	200	310	1,090	65
d. Over 55	80	145	386	57
TOTAL	510	570	2,501	217
2. Number by Educational Level				
a. 8th grade or less	7	15	106	0
b. High School	228	420	800	30
c. College	157	120	1,290	150
d. Advanced study	118	15	305	37
TOTAL	510	570	2,501	217
B. Females				
1. Number by age groups				
a. Under 21	2	0	100	0
b. 21-35	36	75	745	200
c. 36-55	32	20	410	175
d. Over 55	8	7	104	35
TOTAL	78	102	1,359	410

	1966	1967	1968	1969
		Number		
2. Number by educational level				
a. 8th grade or less	9	0	25	0
b. High School	44	75	240	40
c. College	17	22	815	340
d. Advanced study	8	5	279	30
TOTAL	78	102	1,359	410
18. Estimated Secondary Beneficiaries	2,000	5,000	7,500	4,000
19. Major Source of Non-Federal Matching Funds				
a. Institutional funds	4	5	10	2
b. State appropriations	0	0	10	1
c. Fees	4	4	3	0
d. Private grants	0	0	0	0
e. Other - city	0	1	0	0
TOTAL	8	10	23	3

SCHEDULE B

NARRATIVE SUMMARIES

Fiscal 1966-1969

Completed Projects

66-018-001

"HIGHER EDUCATION AND COMMUNITY PROBLEM-SOLVING"

WEST VIRGINIA UNIVERSITY

In carrying out the remaining portion of this project consistent with its original goals of exploring in depth the resources which institutions of higher education can apply to community problem-solving and conferring with representatives of State Departments, labor, industry, business, and members of public and private agencies on issues of particular import to the state, West Virginia University conducted a series of educational programs which included the following:

I. Educational Program on the Road Development Amendment

To appraise the public of the need for better roads in West Virginia and to direct citizen interest to the provisions of the upcoming road bond amendment, the University, through its Department of Radio, Television and Motion Pictures, and the Appalachian Center's Division of Information and Educational Technology:

A) Produced and disseminated a twenty-minute film entitled "At the Crossroads" which was shown by four television stations located in strategic positions around the state.

B) Produced three color "spot shows" discussing the needs for roads and a highway commentary, which were shown by seven West Virginia stations.

C) Taped a five-minute interview with Dr. William H. Miernyx, Director of the Regional Research Institute, on the importance of roads to the state. This tape was played over forty-five West Virginia radio stations.

D) Taped a fifteen-minute "Man-on-the-Street-Interview" program which was forwarded to sixty AM radio stations. It is not known how many actually carried it in their programming.

E) Submitted three articles summarizing the economic and industrial importance of the new highways to a Citizen's Committee for forwarding to all of the newspapers in the state.

F) Developed packets containing information on the need for roads which were disseminated to all area offices of the Cooperative Extension Service, for discussion and distribution to the public.

The Road Bond Referendum was approved by the voters on November 5, 1969 in all counties except four. Whether or not the campaign waged by the college in providing information is responsible is not known. It is believed, however, that the chances of approval were greatly enhanced by the programs and the assistance of the Citizen's Committee.

II. Education for Mountaineers in the 70's

Through the combined efforts of the Appalachian Center and the College of Human Resources and Education, West Virginia University conducted a three-day invitational conference in an effort to foster better school-community understanding and cooperation.

The conference utilized the "speaker-reactor panel model," followed by small group discussions. Twelve original papers were presented which included such diverse topics as: 1) Evaluation: Key to Educational Improvement; 2) Education's Capital Resources; 3) People Need to Become Involved; 4) Education and Its Effects on Legislation; 5) The Financing of Our Schools; 6) A Blueprint for Action; 7) West Virginia Educational Needs; 8) Making School Relevant; 9) Industry and Its Relationship to Education; 10) Areas of Cooperation Between the Community and Education; 11) The Community, The Schools; and 12) The Community School: A Public Enterprise.

Of the 125 persons invited to the conference, fifty-three attended. Those in attendance represented public and private institutions of higher education, county public school systems, community action organizations, the Cooperative Extension Service, the State Department of Welfare, the State Department of Education; the American Federation of Labor, the State Legislature; the American Association of University Women, the Appalachian Educational Laboratory, the West Virginia Congress of Parents and Teachers and the West Virginia Education Association.

Predicated upon participant responses, the conference has been acclaimed a success having drawn together persons from various organizations concerned with education for a frank and honest discussion of the issues which will serve as benchmarks for action.

III. Mine Safety Conference

Since the mine disaster at Mannington, West Virginia, the nation as a whole has become much more aware of the miner today and more greatly concerned about his future health and safety. Evidence of this concern is reflected in the proposed legislation now under debate in the United States Congress. West Virginia, being a mining state, and also the state in which the disaster occurred, has already passed legislation in this area. In an effort to assess the problems and benefits of the legislation and to examine the general subject of mine safety legislation, West Virginia University conducted a two-day conference for union representatives, representatives from the mining industries and other individuals interested in mining health and safety.

The second day of the conference focused attention on the views held by the Union, business and industry, the University School of Mines, the Bureau of Mines, and members of the United States Congress on proposed federal and state mine health and safety legislation.

The conference was attended by 110 persons representing the various organizations and agencies affected by the new legislation. It is considered to have achieved its goal in that it provided a forum for the discussion of various points of view which has contributed to a better understanding of the problem. No additional follow-up is planned with the use of Title I funds. However, aided by this conference, students have been successful in securing $8,000 in grants which will be used to support an indepth study of mine health and safety. When completed, this study will prove to be one of the most comprehensive evaluations that has been undertaken in this area.

"HIGHER EDUCATION AND COMMUNITY PROBLEM-SOLVING (cont.)

IV. A Seminar for West Virginia Broadcasters

In an effort to direct attention to the need for educational programming for the poor in West Virginia, the University conducted a one-day seminar for radio and television personnel, which included station managers, news and program directors. Discussions during the seminar centered around the types of programming presently being carried out by the stations, the effects of mass media on West Virginians in general, and the poor in particular, economic development in West Virginia and the mass media use patterns and interests among West Virginia rural non-farm families of low socio-economic status.

Consultants for the seminar included personnel from the College of Human Resources and Education, the Department of Radio, Television and Motion Pictures, the Regional Research Institute, the Division of Information and Educational Technology, and the Cooperative Extension Service from West Virginia University, along with a representative from the Sociology Department of Marshall University.

As an informational program, success is believed to have been accomplished. However, the actual fulfillment of the goal of generating more educational programs for the poor cannot be assessed at this time.

No plans are currently underway for continuation under Title I.

V. Critical Issues in Public Finance

The impetus for this conference was derived from observing and studying the critical need for moreso histication in matters of public finance at the state and local levels of government and among the general public. As a three-day conference, its purpose was to bring together a selected group of concerned government (state and local), political, business, labor and educational leaders to hear several of the nation's leading authorities in public finance speak on the critical issues in public finance at the federal, state, and local levels and to discuss with these speakers their possible implications and ramifications for developing a modern, rational tax system in the state of West Virginia.

The conference format revolved around the principal speakers with approximately thirty minutes set aside for discussion were: 1) Imbalance in the Fiscal System; 2) Federal Tax Reform: Selected Issues and Proposals with Implications for Appalachia; 3) The Optimal Role and Structure of the Retail Sales Tax in State Tax Systems; 4) Recent Tax Legislation in West Virginia; 5) Financing Public Schools in West Virginia; 6) Drawing the Poverty Line in State and Local Tax Policies, and 7) Critical Issues in Tax Reform Planning in Appalachia: The West Virginia Case.

In the planning and implementation of the project, the West Virginia Office of Research and Development utilized resources from other institutional departments such as economics, law, and the College of Commerce. In addition to these institutional resources, the State Department of Commerce served as co-sponsor of the conference and the State Tax Commissioner served as one of the principal speakers.

Due to the technical nature of the conference, only thirty-one people were in attendance, representing the University, school boards, State Departments, and local governments. In terms of participation, the program achieved minimum success, as far less than anticipated were present.

But in terms of qualified consultants and comprehensive coverage of the subject of taxation, the conference is believed to be one of the best conducted to date in the state.

VI. West Virginia's Health Care Delivery System

To orient the consumer of health services to the functions and development of the state's Health Care Delivery System, the Office of Research and Development conducted a two-day conference in conjunction with the Division of Preventive Medicine of the University's Medical School and the State Comprehensive Health Planning Agency.

The two-day conference was attended by thirty-three persons representing a geographical and socio-economical cross section of the state's population. Papers, covering the various components of the Health System, were presented by thirteen speakers which were followed by small group discussions.

From an over-all point of view, the conference is deemed to have provided the participants with sufficient information on the system to aid them in making effective contributions to health planning efforts in their local communities. In terms of specific weaknesses of the conference, the numerous papers presented resulted in duplication of materials covered in some area, with serious gaps existing in others. The group sessions, although well received, were assessed by the participants as affording insufficient time for the desired discussion purposes.

With the exception of publishing the proceedings of the conference, no further activity is planned through Title I.

VII. Public Welfare - Right or Privilege: A System Under Attack

West Virginia, as part of the Appalachian Region, has historically been an economically depressed area with high levels of unemployment, poverty, large welfare rolls, and poor welfare services. States and cities, with the help of the Federal Government are searching for answers. Some interesting discoveries have been made and some exciting programs have been developed which show promise. In an effort to focus the attention of a group of the nation's leading authorities in the field of public welfare on the critical problem of public welfare, which is rapidly approaching both a social and economic crisis in the United States, and in West Virginia, West Virginia University conducted a three-day conference for social welfare workers, public officials and members of welfare rights organizations and interested citizens.

The format of the conference followed the speaker presentation-participant discussion model covering such areas as: 1) Welfare: Where We Are, Where We're Going; 2) Education of Welfare Workers for Effective Service; 3) The Origin of the Welfare Crisis; 4) The Welfare Revolution; 5) Trends and New Directions in Public Welfare in West Virginia: Personal and Administration Goals in Public Welfare; 6) Administering a Negative Income Program: The New Jersey Experiment; and 7) The Effect of Manpower Programs on the Costs of Public Welfare and Welfare Dependency: The West Virginia Case.

Attended by approximately fifty-six persons, the conference was appraised as both stimulating and informative. Perhaps the greatest achievement of the conference was its ability to elicit the participation of the newly appointed State Welfare Commissioner for its entire duration, which afforded him both an overview of public welfare nationally and first-hand contact with recipients in the state of West Virginia.

No additional activities are contemplated at this time.

VIII. West Virginia Manpower Conference

On May 27 - 28, 1969, a two-day conference was co-sponsored by the West Virginia University Institute of Labor Studies and the West Virginia Commission on Manpower, Technology and Training for forty-five representatives of labor, management, and the general public to acquaint them with the status of manpower development and the corresponding roles of the Commission and its advisory committees.

The conference, through the use of speaker presentations, panel discussions and workshops, focused on such issues as current state and national manpower policy, an analysis of existing and needed manpower data, agencies which can provide data to manpower commissions to aid them in formulating recommendations, the role of the Commission in manpower development, and the role of area manpower advisory committees.

As its goal was to provide information, the project is considered to have been successful. No plans are currently underway for the submittal of a follow-up proposal.

IX. Career Counseling Conference

As the last in the series of conferences, workshops, etc., concerned with higher education problem solving, the College of Human Resources and Education, in conjunction with the Appalachian Center, conducted a one-day conference to provide training to persons working in the field of guidance and counseling, in interpreting career information to youth and in referring young people to sources of information on occupational employment and training.

Sixty-five persons participated in this one-day event which focused its activities on such issues as: how to communicate with youth, job requirements and occupational trends nationally and locally, learning to use occupational, college, and training guides for counseling, basic points of job interviews, and the role of the volunteer in educating youth about career opportunities. Rounding out the activities of the conference were a presentation of a twenty-minute film entitled, "Telling Your Story on an Employment Application Form", and an educational tour of the West Virginia University campus.

Plans, emanating from this conference, provide for the continuation of small group meetings and group consultation with youth at the local level to aid them in gaining a greater awareness of occupations and possible future careers.

The Higher Education Problem Solving Project, as a whole, has enabled institutions of higher education to explore among themselves, and with representatives of diverse organizations and groups, a multitude of issues on a cursory basis. From this point of view the project has obtained its goals. However, the ultimate success will depend upon the extent to which these institutions are able and willing to mobilize their resources to deal with these problems on a more intensive basis in the years to come.

No further activities are planned in this series.

66-018-006

"PUBLIC ADMINISTRATION AND COMMUNITY PLANNING EDUCATIONAL SERVICES"

WEST VIRGINIA UNIVERSITY

No activities were conducted in this project subsequent to the Fiscal 1968 Annual Report. The project has been terminated and unused funds were re-assigned to programs in operation with the same fiscal year's funding. During fiscal 1967, the project was resubmitted as two separate proposals.

67-018-002

"CITIZENSHIP RESPONSIBILITY FOR LABOR AND LABOR LEADERS"

WEST VIRGINIA UNIVERSITY

Previously reported as ninety-five percent complete (See Fiscal 1968 Annual Report), the remainder of the activity carried out in this project was devoted to evaluation and preparation of a continuation proposal for refunding.

The project in its entirety, is considered to have achieved substantial success in attaining its goals of imparting information on governmental issues facing West Virginia and bringing together for discussion various organizations and groups representing diverse interests.

Approximately 183 persons representing organized labor, the West Virginia Chapter of the National Association for the Advancement of Colored People, the West Virginia League of Women Voters, Economic Opportunity Agencies, and the West Virginia Council of Churches, participated in workshops conducted in six different locations throughout the state. For two full days in each location, instructions and discussions focused on such issues as taxation and tax reform, constitutional revision, and administrative reform, with the aid of workbooks, visual aids, and verbal instructions.

The most noticeable weaknesses observed in the project were in both the area of instructions and orientation. Difficulty was encountered in presenting the material at a level which all participants could follow and understand, which is possibly attributable to the varying educational levels of the participants. In orientation, the instructions emphasized education moreso than action, with the latter being the primary interest of the participants.

As currently outlined, the continuing project, which has been refunded by the State Agency, will concentrate on conducting programs around subjects or issues selected by the participating organizations rather than those deemed most important by university personnel.

67-018-007

"CONTINUING EDUCATION IN COMMUNITY PLANNING"

WEST VIRGINIA UNIVERSITY

At ninety percent complete, as of the last annual report, no additional participant activities were conducted during the remaining period. As a project designed to aid citizens and officials in long range community, area, and regional planning, the programs conducted, in the opinion of the State Agency, achieved far less than anticipated. With the exception of an initial six-week seminar conducted for labor personnel in conjunction with Marshall University, the remainder of the activities were one- and two-day conferences, seminars, workshops, and/or studies. Most of these activities were "add-ons" to programs already planned by other agencies, and even those independently planned were of such short duration as to render their effectiveness on such a complex problem, questionable.

No plans are currently underway for the re-submission of this project.

67-018-009

"APPALACHIAN CHURCH LEADERSHIP DEVELOPMENT IN SOCIAL AND COMMUNITY AFFAIRS - PHASE I"

WEST VIRGINIA UNIVERSITY

This project was designed to establish a Regional Training School on the West Virginia University campus for the clergy and lay members as a means of encouraging church leaders to become more interested and active in community problem solving. As an annual two-week school, the courses to be offered would be devoted to those issues related to developing skills in communications and gaining insight into the problems and possibilities for community action in Appalachia.

In May 1967, the first two week course was offered with fifty-one ministers from eight states in the region attending. As with many new starts, difficulties were encountered which resulted in modifications of the program. By the end of the first week, due to the accelerated pace of instructions, the participants had reached the point of saturation which resulted in a reduction in the teaching schedule for the remaining week. The planning also had not considered the different educational levels attained by the participants, nor individual preferences pertaining to topics of particular interest.

Based on participant responses to questionnaires, this type of program is both needed and desired. Several modifications have been suggested for incorporation in the continuing project which has received subsequent funding.

67-009-011

"DEVELOPMENT OF PROJECTED MATERIALS FOR ADULT EDUCATION IN CONSERVATION"

MARSHALL UNIVERSITY

Conservation of our natural resources is one of the greatest problems confronting our society today, yet too few citizens are aware of the extent to which their lives are inextricably related, and too many appear to be unconcerned. Efforts are currently underway by the school systems to instill in today's youths a conservation consciousness, but all available research reveals that less than one percent of the people now engaged in public school teaching have ever had a formal course in conservation.

In an attempt to stimulate more interest in this important area, and to augment the supply of available information in the field, Marshall University, through its Department of Geography and Audio-Visual Center, developed a teaching packet for presentation to, and subsequent use by, in-service school personnel and members of conservation groups. This packet, which contains two 35mm filmstrips, a 33 1/3 recording, two teaching guides, two resource guides, and two scripts, marked the culmination of a nine-county study in West Virginia in which scenes for inclusion were photographed.

The packet, entitled "Conservation Concerns You" has been presented to university classes in conservation, 4-H, and Scout groups, at workshops for in-service science and social studies teachers; seminars by women's groups and to the West Virginia Conservation Education Council, Inc. Approximately 700 people have been involved in the project, of which eighty percent were public school teachers and supervisors from a nine-county area. For continued use, additional packets have been made available to public libraries and conservation districts for loan to garden clubs, service organizations, women clubs, and others.

The project has succeeded beyond expectations in achieving its goals. Participant responses have overwhelmingly supported its techniques, philosophy and effectiveness, and efforts are currently being made by science supervisors in the public schools to encourage teachers to include conservation as a part of the general education to be taught in all subjects. As soil conservation was the primary focus of this project, plans are underway for submitting a new proposal for funding which will include the highlighting of other resources.

68-018-001

"CONTINUING EDUCATION IN THE FINE ARTS"

THE PARKERSBURG CENTER BRANCH OF WEST VIRGINIA UNIVERSITY

The Parkersburg area, one of the fastest growing in the state, was the possessor of a number of different cultural arts groups; each wishing to establish separate facilities, each seeking community support and all functioning minimally due to the proliferation of contributed funds.

"CONTINUING EDUCATION IN THE FINE ARTS" (cont.)

In an effort to redirect the thinking of these groups toward the development and construction of a multipurpose facility which would serve the needs of all, The Parkersburg Center of West Virginia University conducted a multifaceted program designed to provide information on the need for such a facility, possible funding sources, construction and programming of a Fine Arts Center and the planning for cultural events and performances in the area. To generate public interest in the overall idea, concerts and other informational programs were sponsored to which the public was invited. Some of the major activities carried out during the life of the project included:

1) A concert at Ripley which was attended by approximately 160 people. This concert consisted of a variety of musical presentations appropriate in observance of holy week.

2) A two-day symposium at Parkersburg with an enrollment of ninety. This symposium concerned itself with the issue of "What can a Fine Arts Center mean to Parkersburg and Wood County?" Among the topics discussed at this event were the cultural center and the businessman, the community and the cultural center, music, art, drama, architectural considerations, and programs for a cultural center.

3) The development of a sight and sound program entitled, "The Reach for a Dream". This program is a fifteen minute presentation built on a slide series of eighty color slides with a musical and narrative background. It explains the main divisions of the Fine Arts Council at present in the Parkersburg area and its importance to the community. To date "The Reach for a Dream" has been presented five times to an audience of 235 adults, representing such organizations as the Parent-Teachers Association, Kiwanis, Junior League, Ladies Auxiliary of the Academy of Medicine, and the Board of Directors of the Fine Arts Council.

4) The presentation of a contemporary play entitled "Hail Scrawdyke", which was a community endeavor to bring new experimental theatre to Parkersburg to supplement the on-going program of the Actor's Guild.

The project has not obtained its ultimate goal to date--the construction of a multipurpose cultural arts facility--but it has been successful in redirecting attention to this goal. All of the groups, except one, have now agreed to one center rather than several smaller ones and the general public has shown its receptiveness to the overall idea by its attendance at the various sponsored functions.

Now complete, the project is considered partially successful. The activities initiated will be continued without Title I funding.

68-001-002

"A PROGRAM FOR PUBLIC OFFICIALS"

ALDERSON-BROADDUS COLLEGE

County, township, and small city governments throughout the nation are finding it difficult to reconcile their services with the demands and needs of a growing population. Many of the problems being encountered are attributable to the lack of adequate revenue producing resources; elected and appointed officials who are unknowledgeable of the financial and technical assistance available to their communities from state and federal governments; and a citizenry often disinterested and disheartened due to a lack of knowledge of the functions and operations of governments at all levels.

"A PROGRAM FOR PUBLIC OFFICIALS" (cont.)

In an attempt to upgrade the competence of appointed and elected officials, and to enhance the knowledge of citizens as well in the three county area of Barbour, Taylor, and Tucker, Alderson-Broaddus College conducted a twelve-week seminar series entitled "Citizenship and Public Affairs." Meeting once a week for two hours each session, the seminars provided a climate for the discussion of such topics as Twentieth Century Developments in Federal Programs as They Relate to Local Communities; The Structures and Functions of State, County, and Municipal Governments; Public Authorities as a Device in Government; Quasi-government Agencies; Public Revenue Sources and Allocations; and Problems of Local Governments.

As an initial venture by the college in the community problem-solving arena under Title I, the project attracted approximately fifty percent of its anticipated audience. To augment its resources, consultants and instructors in the project were drawn from the staff and faculty of West Virginia University and other state agencies.

From an over-all evaluative point of view, the project can be termed beneficial in that it has provided an overview out of which concerned participants might proceed to ascertain information of a more specific nature, to deal with local problems. An encouraging aspect of the project is reflected in the fact that, of those in attendance, public officials were in the majority which indicates not only an interest in, but also a desire for, more information which will enable them to more competently serve the public interest. On the other hand, however, the factors which mitigated against the project achieving its goal in terms of participation is believed to be attributable to the fees charged for participation; the lateness in disseminating informational brochures on the program and the distance involved for commuting purposes. No plans are currently underway to continue for a continuation of this project.

68-018-003

"A STATE AND LOCAL GOVERNMENT CITIZENSHIP TEST"

WEST VIRGINIA UNIVERSITY

As an adjunct to an existing program on Citizenship Responsibility, also partially funded by Title I, the Appalachian Center for Research and Development of West Virginia University, produced a one-hour color film on West Virginia's Government which was telecast over area television stations.

The special one-hour program entitled, "Of Major Concern: West Virginia's Government," is an in-depth look into the complexities of the state's constitution; its three branches of government; its city and county governments; and voting. Consisting of a thirty-three question quiz, the film was designed to challenge the viewer's knowledge of state and local government in West Virginia and to permit comparisons with results obtained from previously tested groups including 1200 high school and college students, members of Kiwanis Clubs, and members of the League of Women Voters.

"A STATE AND LOCAL GOVERNMENT CITIZENSHIP TEST" (cont.)

In addition the film contained interviews emanating from the State Capitol and the West Virginia University campus. Persons serving as interviewees were the president of the State Senate, a judge from the State Supreme Court, a past state president of the League of Women Voters, and two professors from the West Virginia University Department of Political Science.

Of the area television stations participating in the telecast, the following are included:

June 27, 1969 (10 p.m.)
WBOY-TV Clarksburg, W. Va.

June 28, 1969 (3 p.m.)
WDTV Weston, W. Va.

June 29, 1969 (4:30 p.m.)
WHIS-TV Bluefield, W. Va.

July 6, 1969 (3:30 p.m.)
WSVA-TV Harrisonburg, Va.

July 16, 1969 (7 p.m.)
WTAP-TV Parkersburg, W. Va.

July 16, 1969 (8 p.m.)
WWVU-TV Morgantown, W. Va.

July 17, 1969 (7 p.m.)
WWVU-TV Morgantown, W. Va.

Several intra-institutional departments collaborated in the production of this film, such as the Department of Political Science, the Speech Department, the Department of Radio, Television, and Motion Pictures, and the Division of Information and Educational Technology of the Appalachian Center.

In addition to bringing about greater cooperation and coordination among the various institutional departments in working towards a common goal, the film has also served as a stimulus in generating interest on the part of the citizens of the state in the on-going "Citizenship Responsibility Program."

Although the project is terminated, other showings of the film will take place as additional TV-stations exhibit an interest. Seven films are being printed and will be available for showing by interested groups upon request.

68-020-004

"A WORKSHOP IN HIGH SCHOOL COUNSELING AND GUIDANCE"

WHEELING COLLEGE

To upgrade the competence of local high school counselors, Wheeling College conducted an intensive summer short course which offered three hours of graduate credit through the Wheeling College-based University of Detroit Graduate Center. The format for the course consisted of lectures, seminars, and discussions around such topics as:

1) Organization and administration of pupil personnel services in the secondary schools

2) Individual counseling: Theories and techniques

"A WORKSHOP IN HIGH SCHOOL COUNSELING AND GUIDANCE" (cont.)

3) Adolescent needs and developmental tasks

4) Occupational information and vocational guidance

5) Helping the college-bound student with financial problems

6) Helping the non-college-bound student

7) Testing in Schools

8) Group dynamics

Participant responses to questionnaires indicate that the project was well received. Twenty-six persons serving in the capacity of guidance counselors or teachers were accepted in the course out of fifty who applied for admission. Based on the need and desire of participants for this type of training, a follow-up course has been funded for fiscal 1969.

68-015-005

"A COMMUNITY PREPARES FOR THE NATIONAL PRESIDENTIAL CAMPAIGN"

WEST LIBERTY STATE COLLEGE

Apathy and/or the lack of knowledge of the American Party System, the political structure of the nation, the role of the precincts in national elections, the issues involved and citizenship responsibility, are factors deemed to be mitigants against widespread interest by residents of the Wheeling area in the impending 1968 Presidential campaign. To obviate these factors and arouse citizen interest, West Liberty State College conducted a six-month project to provide information to the citizenry of this area through a series of lectures, planned TV and radio programs, and the actual participation in a mock national convention.

To begin the project, a "kick-off rally" in the form of a debate was held with Congressman Arch A. Moore, then a candidate for Governor of the state, and Prosecuting Attorney, Arch W. Riley, then a candidate for the U. S. House of Representatives, delivering addresses. Following this activity was a series of seven lectures presented by political science professors from Wheeling, West Liberty and Bethany Colleges. Among the topics which they discussed were: 1) Origin of the American Political Party System; 2) History of the Democratic Party, 1793 to 1968; 3) History of the Republican Party 1854 to 1968; 4) Third Parties in America, Then and Now; 5) Precincts in Wheeling: Their Rôles in Nominating and Electing a President; 6) Convention versus Primary System of Nominating Presidential Candidates; and 7) The Pros and Cons of the Electoral College System. In concluding the project, a mock convention was staged on the West Liberty State College campus involving the general public and college students.

In terms of carrying out its primary purpose of informing and educating an apathetic community, the project is considered to have had dubious success. The kick-off rally attracted far less participants than anticipated due to last minute rescheduling of speakers; the lecture series attracted approximately forty participants each, but mostly college and high school students instead of the desired adult population;

several participating organizations did not fulfill their commitments to enroll their members in the courses; broadcasting conflicts resulted in the cancellation of two planned radio programs; and two television panels were concelled due to an inability to obtain participants willing to take part in the panels.

It is believed that the project would have had greater support from the participating agencies had they been more involved in the preliminary planning stages. No follow-up by means of an additional program is planned.

68-016-008

"SOUTHERN WEST VIRGINIA COMMUNITY EDUCATION PROJECT"

WEST VIRGINIA INSTITUTE OF TECHNOLOGY

With the advent of OEO and the subsequent establishment of Community Action Agencies across the nation, participation in decision-making capacities has become a reality for many who have never before served in these capacities. With this new participation have come new responsibilities, and often in areas in which the participants have had no previous experience or training. Several community action agencies have recognized the deficiencies which exist in West Virginia and are seeking assistance from neighboring institutions of higher education.

In response to such a request for assistance, West Virginia Institute of Technology launched an eight-week intensive summer training program for Community Action Education Committees and other interested citizens in five southern West Virginia counties to more adequately prepare them for the new educational improvement roles which they had assumed.

Seminars were conducted in each of the five counties on a regular basis during which approximately 119 participants were apprised of such educational specifics as the role of education in a person's life; the attributes of good teaching and a good educational system; the financing of a school system and its operation; and the constructive changes needed to enhance education in the area.

Predicated upon staff evaluations and questionnaires returned by the participants the summer project was beneficial in imparting the desired knowledge. Although not a panacea, it has nevertheless increased interest in the educational systems of the areas and has provided a milieu of knowledgeable and meaningful communications between the providers and consumers of services.

As a follow-up to the summer program, sessions were planned for the fall months which failed to materialize, in all of the counties, except one. Services were continued to this county by the institution without charge to the project. Some of the factors hampering the successful continuation of the program were the travel involved for both the participants and the instructors; the teaching loads at the college for those involved in the summer project; and the absence of a minimum participant allowance.

Although the project has terminated, requests for information and/or assistance continue. This, in the opinon of the college, is indicative of the progress which has been made in establishing a continuing educational relationship between the college and the low income groups in the community which did not earlier exist.

68-020-009

"USE OF CLINICAL SUPERVISION TO DEVELOP AND STRENGTHEN COMMUNITY EDUCATION - PHASE I"

BETHANY COLLEGE

In the Wheeling area, during the 1968-69 school year, a study disclosed that the school system considered only eight of forty-one teachers in the county's largest public high school competent to supervise student teachers, and that there were no teachers in the area educated in the roles of teacher-supervisor or clinical supervision required in team teaching. To obviate this problem, in face of the emerging emphasis on team teaching and non-graded instructions for the training of the disadvantage, Wheeling College offered a course for two semesters in clinical supervision for local school teachers.

Seminars were conducted one night a week, for two and one-half hours each night, over a ten-week period. The focus of the seminars was the systematical identification of strong and weak teaching patterns and the skillful communication of this information to the participants as an aid to their becoming more effective and eventually self-supervised. Most of the sessions were videotaped and used for evaluative purposes by both the participants and the instructors in order that skills might be gained in lesson plan development, data collection and observation, analysis of data, and strategy for the conference and the conference itself.

Upon completion of the fall and spring courses, fifty-one persons received three hours of graduate credit at the University of Detroit.

As an adjunct to the two-semester courses, a one-day summer workshop in supervision was conducted for local principals to assist them in analyzing their own perceptions about supervision and to come to the realization that their effective supervision of teachers is predicated upon the use of objective data, the employment of good human relations in conferences and the development of a plan for their supervision. This workshop was attended by eight principals located in the Wheeling area.

This phase of the project is complete and rated by participants as an excellent opportunity to obtain needed skills in keeping abreast of the new development in this aspect of education. Phase II has been funded for implementation during fiscal 1970.

68-020-011

"CERTIFICATE PROGRAM IN CITIZENSHIP"

WHEELING COLLEGE

Wheeling College, during fiscal 1968-69, completed the third in a series of two-semester programs to increase the number of persons interested, competent, and available to accept responsible leadership roles in the community.

This project consisted of twenty weeks of seminars, maximizing the resources of the college faculty and student teaching assistants. Some of the topical issues discussed during these sessions were: Political Participation, Political Behavior and Influencing Factors, Panhandle Politics, Forms of Local Government, Socio-Economic Profile of Wheeling, Keys to Community Development, Reflections on Campaigns, The Value of Planning, The Constitution and Constitutional Revision in West Virginia, A Close-Up View of the City Government in Wheeling, Annexation, Urban Renewal, Human Rights in West Virginia, Local Income Structures (poverty and the aged), State and Local Taxation (comparisons), Analysis of Wheeling's City Budget, Educational Problems in Ohio County, What Can You Do to Help Your Community, Problems of Law Enforcement in the New Era, and Labor in the Ohio Valley.

Participation in the two courses offered numbered thirty, which was a marked decrease over the past two years of operation. In view of the fact that the program continued to receive participant evaluations of excellence in terms of contents, the low participation during this year tends to indicate a saturation point has been reached which mitigates against its continuation.

The total project has been successful in achieving its goals over the past three years, and no plans are underway to seek additional funds for its continuation.

68-018-012

"APPALACHIAN CHURCH LEADERSHIP DEVELOPMENT IN SOCIAL AND COMMUNITY AFFAIRS - PHASE II"

WEST VIRGINIA UNIVERSITY

As a follow-up to the previous year's programming, suggestions rendered by the participants were incorporated in all phases of the project. An advisory council was formed, which represented most of the major denominations, to assist the project staff in developing the curriculum for the summer school program; an extensive promotional campaign was initiated through brochures and personal contacts with various church affiliated organizations around the state; and the program was enlarged to include technical assistance to local communities on a year-round basis.

"APPALACHIAN CHURCH LEADERSHIP DEVELOPMENT IN SOCIAL AND COMMUNITY AFFAIRS" (cont.)

In July of 1968, the second annual two-week regional school was held which elicited the participation of 117 clergy and lay leaders representing thirteen church bodies from eleven states in Appalachia. The course contents for this session centered around such topics as 1) Communications; 2) Community Development; 3) The Group Process; 4) Appalachian Culture and the Culture of Poverty; 5) The Family; 6) TV and Radio Workshop; 7) Rapid Reading Clinic; 8) Science and Moral Decisions; 9) The Planning Process; 10) Technology and Human Values; 11) The Creative Arts; 12) Administration and Management; 13) Leisure - Recreation; 14) The Church and Law; 15) The Church and Public Education; 16) Instituting Change in the Church; and others.

Other activities carried out during this phase of the project included presentations before local, state, and national interfaith committees, organizations, and ministerial associations relative to the purposes of the project and its success; a statewide consultation on church and community which was designed to strengthen the church's influence in the community; a nine-county area workshop devoted to the area of interpersonal relations; and the purchase of two award winning films entitled "A Time for Burning" and "A Time for Building." Together, these films have been shown fifteen times to approximately 641 persons representing church and other groups throughout the state.

As a result of the activities conducted thus far in the project over the past two years, it has received attention and support nationwide through write-ups in monthly and other periodicals published by religious organizations. Enrollment as a result of this support increased by forty-four percent in the two-week school held this year over the enrollment of the past year. And based on participants responses to disseminated questionnaires, the course content is sufficiently varied to maintain the interest of persons from a variety of backgrounds. No concrete evidence, however, is available at this time on the carry-over value of the educational experience in the various parishes and communities.

The project has been refunded for an additional year.

68-018-014

"EDUCATIONAL PROGRAM IN CITIZENSHIP RESPONSIBILITY"

WEST VIRGINIA UNIVERSITY

As a continuing effort to develop an informed citizenry in West Virginia for participation in the democratic process, West Virginia University is completing the third phase of its project which is designed to provide local citizens with a working knowledge of the structures, functions, and operations of governments at all levels.

During the past fiscal year, thirty classes were conducted in approximately twenty-six different locations around the state which were attended by five hundred and thirty-five interested citizens. In each of the following areas, classes were held once a week for a duration period of ten weeks:

Fall 1968

Moundsville	State and Local Government
Moundsville	Federal Government
New Martinsville	State and Local Government
Parsons	State and Local Government
Union	Federal Government
Morgantown	State and Local Government
Grantsville	State and Local Government
Hinton	West Virginia Communities
Lewisburg	State and Local Government
Clarksburg	State and Local Government
Beckley	State and Local Government
Romney	Federal Government
Summersville	Federal Government
Madison	State and Local Government
Princeton	State and Local Government
Buckhannon	West Virginia Communities
Winfield	State and Local Government
Berkeley Springs	Federal Government
Martinsburg	Federal Government

Spring 1969

Elkins	State and Local Government
Elkins	Federal Government
Princeton	Federal Government
Logan	State and Local Government
Wellsburg	State and Local Government
Hinton	Human Relations
Winfield	Federal Government
Lewisburg	Federal Government
Spencer	State and Local Government
Grafton	State and Local Government
Glenville	State and Local Government

In addition to these regular classes, two special classes or telelectures were held during the sixty-day session of the legislature. These were conducted at Moundsville and Cameron in Marshall County. These two telelectures were attended by 780 local citizens who assembled once a week for eight weeks during the legislative session to hear reports on the session from their state senators and house of delegate members. Using a loud speaker set up the entire group could listen to the reports. It was also possible for group members to respond and ask questions which the legislative members in Charleston would then answer over the phone to the entire group of 780 citizens in two locations.

The total of 1,315 citizens who took part in the thirty regular classes and two special classes compares well with the previous year's total of 662 citizens in twenty-nine regular classes during the 1967-68 year. The first year of operation saw six classes with 112 citizens enrolled in 1966-67. All of these citizens in this last year, as well as in the two previous years, have been a cross section of the adult population of West Virginia.

However, we have attempted to encourage disadvantaged citizens to attend and have reduced the class fee from the original $10 to $5 to encourage more citizens to attend.

This project owes much of its success to the fine cooperation given by the Bureau of Government Research and the Political Science Department of West Virginia University. These two departments have provided materials and references as well as instructors for some of our classes close to Morgantown.

The Division of Manpower and Labor Studies has also cooperated to provide materials and text books for use in some of our classes.

Other institutions of higher education in West Virginia have cooperated and assisted by providing class rooms, instructors, and co-sponsorship of publicity for the classes. These colleges are Bluefield State College, Bethany College, Concord College, Glenville State College, Salem College, West Virginia Institute of Technology, West Virginia Wesleyan College, Morris Harvey College, Davis and Elkins College, and Fairmont State College.

This project has received very favorable responses from the citizens who have taken part to date. Many citizens who have taken part in one class also take part in a second class when one is held later on in a community. The project has been funded for this current fiscal year with a budget calling for fourty classes.

68-017-016

"FINE ARTS INSTITUTE - PHASE I"

WEST VIRGINIA STATE COLLEGE

Training programs in the fine arts are to a certain extent being relegated to a position of little importance due to society's preoccupation with what it terms "more pressing problems." Often in our schools, teachers with training in one area are expected to be able to instruct proficiently in others on the assumption that talents and skills are innately transferable. In our communities, membership on cultural arts councils is primarily limited to the prestigious under a similar assumption that wealth is synonymous with culture. Due to the fallaciousness of these assumptions, the creativity of our youths is being stifled through inadequate preparation and our community cultural programs are passing into the realm of mediocrity.

In an attempt to rejuvenate the arts in central and southern West Virginia and to improve the quality of instructions in these areas in elementary and secondary schools, West Virginia State College instituted a six-week credit course during the summer of 1968.

"FINE ARTS INSTITUTE - PHASE I" (cont.)

Through funds provided under Title I and the Governor's Arts and Humanities Council, classes were conducted on a daily basis for elementary and secondary school teachers, members of Arts and Humanities Councils, and interested citizens. The areas of instructions covered acting, rehearsals, performance, methods of stage directing, stage design, life drawings, history and appreciation of music with twentieth century emphasis, and voice, stressing operatic performance techniques. For members of arts councils, special seminars were conducted to provide information relative to the functions and role of the National Arts and Humanities Foundation, and to stimulate discussion on recent literary publications on the performing arts. As a finale, with each enrollee participating in keeping with his individual talents, a production entitled "Three Penny Opera", by Kurt Weill, was presented for viewing by the general public.

In carrying out this inter-disciplinary approach to the study of the performing arts, faculty members from the Art, Music, and Drama Departments at West Virginia State College were augmented by three nationally known consultants. From reports by the local news media and questionnaires completed by the participants, this stage of the project is considered to have been successful. The college has demonstrated its competence in this area and the project was funded for another year by the State Agency.

68-018-017

"WEST VIRGINIA YOUTH AWARENESS CONFERENCE ON GUIDANCE AND COUNSELING"

WEST VIRGINIA UNIVERSITY

For the past eighteen months, West Virginia University has exhibited its concern for the mounting school drop-out rate in the state through its sponsorship of a project which sought to: 1) Inform the public of the pressing occupational and vocational needs of youths; 2) Find solutions to these needs through the establishment of a task force composed of key personnel within the state; and 3) To gain support for additional personnel, educational and vocational, capable of providing youths with the resources needed to make mature occupational and vocational choices.

At the onset of the project, the University, with the cooperation of the College of Human Resources and Education and the Appalachian Center for Research and Development, conducted a two-day conference attracting college presidents, guidance counselors, members of the State Department of Education and representatives of business and industry. This conference served both to inform and to provide a milieu for the discussion of the over-all issues surrounding and/or attendant to drop-outs as a problem to the individual and to the economy of the state. At the conclusion of the conference, a task force was appointed from among the participants to continue to work toward a resolution of the problem.

"WEST VIRGINIA YOUTH AWARENESS CONFERENCE ON GUIDANCE AND COUNSELING" (cont.)

In carrying out its charge, the task force held periodic meetings during the remaining months of the project from which evolved three proposals which were submitted to federal agencies for funding. Of the three, two were disapproved and are currently being revised for resubmission. The third proposal was approved and will, by means of a mobile unit, enable West Virginians, located in areas which are inaccessible to the two state universities, to obtain graduate credits in counseling and guidance.

In addition to the proposals, members of the task force have contacted, and are continuing to contact industrial personnel and members of various foundations for financial support. To date, the West Virginia University Foundation has pledged to assist the task force in raising $40,000 over the next five years for the attainment of its goals.

As a catalyst, the project has been successful. Approximately seventy per cent of its goals was realized. Information has been disseminated to the public through the conference and by means of a booklet entitled "West Virginia Youth in Crisis," and a "Counselor Role" pamphlet. The task force has been established and will continue to operate beyond the termination date of the project; and beginning efforts to upgrade the competence of educational and vocational personnel have been made possible through the recently approved mobile unit project.

No plans are currently underway to seek additional funding under Title I.

68-018-018

"CONTINUING EDUCATION FOR SOCIAL WELFARE PRACTITIONERS"

WEST VIRGINIA UNIVERSITY

Helping people to help themselves, a philosophy of social welfare, is in many places today merely a philosophy and not a fact. Some social welfare practitioners view their recipients of service as "Welfare Chislers," Tax-Eaters," and too often as the "dregs of society," who are to be retained in a position of subservience. Others in their practitioner-recipient relationships, view themselves as the givers and takers-away of liberties and the pursuits of happiness. Far too few view themselves as catalysts, energizers, innovators, and the forces which facilitate individual uplifting to a plateau of independence and a feeling of self-worth. Many of these attitudes described are traceable to enormous and unmanageable caseloads which result in frustration and futility; others, to inadequate preparation for the responsibilities of the position and lack of knowledge of the current state of affairs; and still others, too inflexible policies and procedures, carried out to the letter, which ignore the uniqueness of given situations.

Operating on the premises that Social Welfare Agencies should be service-oriented and that their practitioners should be the agents of change, where change is needed, and knowledgeable in the philosophy and skills needed to cope effectively with recipient-related problems, the West Virginia University School of Social Work conducted a one-year statewide program to enhance the knowledge and skills of representatives of these agencies, both public and private.

"CONTINUING EDUCATION FOR SOCIAL WELFARE PRACTITIONERS" (cont.)

This program began with a four-day workshop held on the University campus in Morgantown, and was followed by five regional meetings, planned and implemented at the local level, with faculty assistance. These meetings were conducted in the following locations and concerned themselves with problems of particular relevance to local social welfare agencies:

Beckley, West Virginia - A one-day workshop focusing on the role of welfare organizations in aiding in economic development in southern West Virginia.

Charleston, West Virginia - A two-day conference concentrating on tax reform, constitutional revision, and administrative reform.

Fairmont, West Virginia - A one-day institute on being a good consumer of social services, from which evolved the rudiments of a statewide organization known as "Social Welfare Consumers League."

Huntington, West Virginia - A two-day institute entitled "The Communications Gap in Social Welfare," from which evolved the formation of a new organization known as "The Institute for Human Welfare." The purpose of this organization is to seek ways to bridge the gap between and among people in the social welfare agencies and others in the community.

Wheeling, West Virginia - A two-day institute involving "black militants" and representatives of the Wheeling Public Housing Authority and members of the Welfare Rights Organization. To transmit into action some of the suggestions and programs emanating from this institute, four committees were established which included medical services for the poor, housing for the poor, legal services for the poor, and welfare for the poor.

En toto, this project, during its first year of operation, elicited the direct involvement of fifty-one agency representatives in the five regions of the state through the planning of subsequent programs as a follow-up of the initial four-day workshop. In terms of overall participation, approximately three hundred and ninety-seven persons, professional and non-professional, were primary beneficiaries. Aiding in the implementation of the program as institute leaders, lecturers, etc., along with the School of Social Work, were members of the Political Science Department, the College of Education, the Office of Research and Development, and the Institute of Labor Studies from West Virginia University; the Economics Department of West Virginia Institute of Technology, and members from the State Legislature, the West Virginia Chapters of the National Association of Social Workers, the Neighborhood Youth Corps, representatives of Community Action Agencies, the Postal Department, Kaiser Aluminum and Chemical Corporation, and the Welfare Rights Organizations.

An evaluation of the project to date discloses that: 1) In each region the communication between social welfare practitioners and community leaders in other areas such as politics, labor, education, etc., had dramatically increased;

"CONTINUING EDUCATION FOR SOCIAL WELFARE PRACTITIONERS" (cont.)

2) New leadership among practitioners has developed, particularly among agency-trained practitioners previously excluded from opportunities for inter-agency involvement; 3) A statewide network of practitioners is developing and beginning to work on common issues and concerns; 4) Planning the regional conferences provided an invaluable learning opportunity to participating agency personnel which can be carried over into the planning and implementation of their own in-service training programs; 5) West Virginia leaders in many areas are more aware of its social welfare community because of the publicity and participation associated with the institutes, workshops, and conferences; 6) The relationship between the University and the social welfare community has been strengthened as the practitioners are finding that theory can be combined with practice; and 7) That the project has domonstrated the hunger that exists on the part of practitioners for relevant continuing education.

Predicated upon the success which has been achieved by this project, the State Agency has funded a second phase of the project to continue operation during fiscal 1969-70.

68-007-019

"MONONGAHELA FESTIVAL OF THE ARTS"

FAIRMONT STATE COLLEGE

During the fiscal year 1968, members of the Fairmont State College faculty, in response to requests from members of creative arts councils in the area, attempted to provide a cultural experience for professional, semi-professional, and interested musicians which would ultimately lead to the fulfillment of a long range goal--the establishment of an annual locally supported Festival of the Arts.

As an initial venture, a three-day festival was conducted with funds provided by the Benedum Foundation, the Governor's Arts and Humanities Council and Title I of the Higher Education Act, featuring the Pittsburgh Wind Symphony Orchestra. During the course of the project, three seminars were held for composers; three for conductors; four for jazz ensembles; three rehearsals each for woodwind, brass, and percussion; a piano seminar; private conferences for one hundred and eleven participants; and three concerts were presented at the college utilizing the entire orchestra. On the last day of the festival, residents along the Monongahela River were provided an opportunity to attend a floating concert presented by the orchestra aboard a barge.

In terms of short range goals, the project was successful in that it attracted area-wide interest and participation. For the first time, many of the area musicians, were afforded an opportunity to receive instructions directly from musicians, many of whom have national reputations. Also for another first, many of the local residents viewed a symphony orchestra in concert which was made possible by the floating presentation.

As a follow-up, the college has plans to sponsor a second phase which will retain the full orchestra in residence for two weeks, to be supplemented by outstanding artists in the field of jazz. Multiple funding will again be sought from the various foundations and federally funded programs which will permit the participation of all segments of the community.

68-008-020

"HOSPITALITY CLINICS"

GLENVILLE STATE COLLEGE

Tourism is a competitive industry. The extent to which a given community can be successful in attracting vacationers to its area and have them subsequently return, depends upon the facilities available, the attitudes of the service personnel with whom they come in contact, and the services which they are prepared and willing to provide.

"Heartland, West Virginia, Inc.", a non-profit organization of volunteers, embarked upon an intensive campaign to promote the assets, advantages, and attractions in seven central West Virginia counties and adjoining areas. Realizing that a successful campaign would necessitate the hiring of additional personnel unskilled in dealing with the public, Glenville State College was approached to institute a training program as an adjunct to their efforts.

In response to this request, the Community Development and Research Center of Glenville State College established a project which was designed to aid local service station operators, store clerks, hotel and motel operators and waitresses in becoming knowledgeable dispensers of information about the area and in acquiring skills in their occupations as providers of services to the general public.

With the cooperation of several institutional departments of the college, the Extension Service of West Virginia University, the Travel Division of the State Department of Commerce, the West Virginia Department of Agriculture, and the Vocational Education Division of the State Department of Education, tourism clinics were conducted in Gassaway, Richwood, Summersville, and Webster Springs, which were attended by one hundred and fifty people. At the termination of the clinic, each participant was supplied with a packet of information pertinent to his sphere of operation.

Film strips of scenic attractions in the seven county area were produced for use in the training programs and have subsequently been placed in the local libraries for showing by interested civic organizations and groups. As another offshot of the project, the Extension Service offices in Braxton and Gilmer Counties have produced county profile booklets entitled: "Tourist, Travel, and Outdoor Recreation", which are available to the general public upon request.

"HOSPITALITY CLINICS" (cont.)

This phase of the project has been relatively successful. Glenville State College is in the process of preparing a proposal for funding under Title I to conduct a similar project in four additional counties during fiscal 1970.

68-003-021

"DIMENSIONS FOR LEADERSHIP - PHASE I"

BETHANY COLLEGE

Often the extent to which one can understand and/or articulate local problems is predicated upon one's knowledge of the larger picture and the relationships which exist. In operating on this hypothesis, Bethany College conducted a one-day seminar focusing on the broad picture of American Economic and Social Developments.

The project which attracted approximately eighty-two recognized leaders from business, industry, social, civic and labor organizations, as well as area and regional agency representatives, was unique in general public seminars in that the participants were required to engage in serious preparation before coming to the seminar. Two publications, "The New Industrial State," by J. Kenneth Galbraith, and "Capitalism and Freedom," by Milton Friedman, were provided in advance to all participants for scrutiny as they offered different views about the direction of the American economy.

During the opening session, both publications were critiqued by two visiting professors from the University of Chicago and Ohio University. For the next hour, dialogue ensued between the two professors and between the professors and the participants. To continue the discussion for which this initial activity had set the stage, the participants were divided into groups ranging in membership from twelve to fourteen. A faculty member from Bethany College was assigned as group leader for each group with the two consulting professors serving in a roving capacity. Following the small group discussions centering around the assigned topic "Relevance of Contemporary Views of Political Economy to the Upper Ohio Valley," each group reported their views to the total audience for further analysis.

In terms of concrete proposals for resolving problems in the Upper Ohio Valley Area and a timetable for implementation, this was not accomplished by this project. Moreover, what is perhaps its most noticeable accomplishment is the fact that it was successful in attracting such a large number of "busy people" who were willing not only to commit themselves in terms of attendance, but also to undertake the desired preparation which made the seminar meaningful. Comments emanating from the participants in the project have characterized the seminar as a rewarding thought-provoking experience which was expected to result in attitudinal changes. Other comments reflected the realization by the participants of the limitations of the seminar and the need for a more indepth identification of the problems and the parameters.

As a follow-up to this effort, Bethany College has plans for submitting application for a similar type project to be held during fiscal year 1969.

68-014-022

"LAW ENFORCEMENT TRAINING PROGRAM"

SHEPHERD COLLEGE

Recent Supreme Court decisions, pertaining to the rights of the accused, have raised law enforcement to a level beyond the competence of many law enforcement officials in small communities. Some agencies have not accepted these decisions and are continuing to conduct business as usual. Others, however, have realized that conducting business as usual will not suffice if arrest procedures and convictions are to be consistent with established law, and are attempting to upgrade the competencies of their personnel. One such community to come to this realization was Shepherdstown, West Virginia.

In compliance with a request for assistance from the local city manager, Shepherd College instituted a ten-week training program to assist local law enforcement personnel in upgrading their knowledge in the field of crime detection and criminal prosecution. Twenty classroom sessions were conducted by faculty members of the college, augmented by representatives of the Federal Bureau of Investigation, the West Virginia State Police, and other consultants knowledgeable in the field of law enforcement. These sessions centered around such topics as criminal investigations, collection and preservation of evidence, fingerprinting, search and seizure, legal aspects of the interview, Civil Rights, trial procedures and riot control. Upon termination of the project, fifty-one of the sixty-three registered participants received certificates which have become part of their permanent personnel folders.

In spite of the fact that the Federal Bureau of Investigation conducts annual programs for local law enforcement agency representatives, this program was the first training program in which some enforcement agencies in the area have participated for several years, and thus is believed to have fulfilled temporarily a need.

The termination of this phase of the project under Title I does not signify the cessation of activities in this area. The college is finalizing plans for cooperating in the sponsorship of a three-day human relations conference which is part of a statewide program being implemented by the West Virginia University Appalachian Center. If the interest exhibited thus continues at its present level, further efforts will be made by the college to sponsor additional programs under the Omnibus Crime Bill as an applicant institution, or to continue to participate as a cooperating institution in such programs sponsored by others which are designed to accomplish similar purposes.

68-006-023

"CERTIFICATE PROGRAM IN CONSUMER EDUCATION"

DAVIS AND ELKINS COLLEGE

This project was designed as a two-part program to provide basic education in consumer purchasing procedures for the poor and the aged in the area encompassed by the college. The first part, an applied research component, to date, has consisted primarily of field research done among the poor. This included drawing a sample from the recipients of Aid for Dependent Children and conducting two hour personal interviews with them to ascertain their practices of buying, shopping, saving habits, consumption and an observation of the conditions in their homes. In completing the data for an overall understanding of the problems and practices pertinent to consumer education, data was gathered regarding prices for food items, prices of major appliances, and rates of interest on installment buying in the area. The data from both research endeavors were compiled for inclusion in the subsequent educational program which comprised the second part of the project.

The extent to which the second phase of the project has been implemented and the benefits derived therefrom, cannot be assessed at this time due to the resignation of the project director prior to the submittal of the final report. The project is reported by the college as completed, with an estimated number of participants totalling seventy. No plans are currently underway to seek refunding of this project at this time.

68-013-024

"A WORKSHOP ON DEVELOPING A NURSING PROGRAM"

SALEM COLLEGE

St. Mary's Hospital, located in the Clarksburg Metropolitan Area, has for years augmented the supply of trained nurses in the area through its diploma nurse training program. Recently, however, its governing board ordered that the program be discontinued with the final phasing-out to be accomplished by June, 1969. In order that a foreseeable shortage of trained personnel in this field might be averted, Salem College convened a series of workshops and planning sessions to find alternatives.

An initial workshop, involving forty nurses, educators, public health employees, and other interested persons, was conducted to explore the possibility of re-establishing a nurse training program in the area. Emanating from this workshop were: 1) a proposal for a training program with Salem College providing the course work and St. Mary's Hospital providing the clinical facilities, and

2) the appointment of a special committee, composed of curriculum specialists, persons concerned with student admissions, and persons playing key roles in community relations, to make a detailed feasibility study and to construct a nursing education program which would meet the needs of the area, as well as, contribute to the supply of nurses generally.

In completing its assigned task, after several meetings as a group, the special committee reported that the need was still critical in the area; that the college and other institutions in the area had the academic and technical facilities sufficient for an Associate of Arts Degree in nursing; that the prospects for acquiring nursing education faculty was fairly good; that a sufficient number of students could be expected to enroll in the program; and that a satisfactory curriculum for an Associate Degree program was developed and approved by the committee.

Subsequent to this report, three additional meetings were held to finalize plans for the re-establishment of a nurse training program in the area. For the first of these, a consultant from the National League for Nursing was brought in to examine the proposed plans and to provide further counsel; the second was a public meeting with an attendance of approximately 100, during which interested citizens were apprised of the progress and their support solicited; and the third was a meeting with the executive secretary of the State Board of Nursing, at which plans for the Nurse Training Program at Salem College with the cooperation of St. Mary's Hospital, were presented.

To date, the feasibility study, evidence of sound financial support and the curriculum for nurse training have been submitted to and approved by the West Virginia State Board of Examiners. The program, according to present plans, will be inaugurated in September, 1969.

69-015-007

"THE BLACK AMERICAN AND HIS HERITAGE"

WEST LIBERTY STATE COLLEGE

Realizing that a student's performance in school is often predicated upon the way in which he is perceived by his teacher, West Liberty State College instituted a nine-month project to apprise local school teachers in the northern Panhandle of the contributions by, and the issues affecting black Americans, with the hope that such information might be subsequently included in the social science curriculum of the schools.

To carry out the program, a series of ten workshops and public lectures were planned involving primarily the History Department of the college. However, predicated upon requests by the county Superintendent of Schools in Ohio County and the Supervisor of Secondary Schools, the project was modified to include additional activities, which resulted in greater utilization of those persons serving as consultants.

"THE BLACK AMERICAN AND HIS HERITAGE" (cont.)

By the end of the series, twelve workshops had been conducted in Brooke, Hancock, Marshall, and Ohio Counties involving 480 teachers and principles; six public lectures had been held with an attendance of 220; presentations were made to the classrooms and assemblies of five of the high schools located in the area at which approximately 3,750 students were in attendance; lectures were given to four West Liberty State College classes at which 190 students were present; and several impromptu radio programs and/or interviews were scheduled in which the consultants participated.

As a result of the project, curriculum units for the elementary grades on race and race problems are being created which will be made available to all of the teachers in the area. In addition, one of the local high schools has decided to add material on Black History to their American History program.

By these developments, the project is considered to have partially achieved its purpose. As in most projects, some aspects are more successful than others. In this one, the workshops were most successful, primarily due to the cooperation extended by the Superintendent and the Supervisor of secondary schools in Ohio County. The least successful were the public lectures. In spite of excellent publicity by the local newspapers and the timely subjects discussed, participation by the general public on a regular basis was limited to approximately ten, with the remainder of the audience consisting of students from West Liberty State College.

On a formalized basis, the project is considered to be completed, but follow-up efforts will be made by the project director to ascertain the extent to which the schools have, in fact, integrated such information or studies in their existing programs.

69-003-016

"NEW DIMENSION - EDUCATION FOR RE-ENTRY"

BETHANY COLLEGE

In the penitentiaries of this state, the educational program consists primarily of basic adult education and/or vocational and academic instructions at the high school level. Little concern is given to the college dropout or to those who might be motivated to matriculate in college upon their release as part of the continuing process of rehabilitation and readjustment to societal living.

To demonstrate the need for the inclusion of higher education courses in the educational programs of these institutions, Bethany College, with the cooperation of prison officials, instituted a pilot project in 1968 in the Moundsville State Penitentiary. This project, as envisioned, permitted the inmates to take the same courses as resident students at the college, including assignments and examinations.

Upon satisfactory completion, credit was awarded and transcripts maintained at the college for subsequent enrollment there or at a college or university of their choice.

During 1969, the initial project, offering biology, was enlarged to include two additional courses with the aid of Title I funds. These courses were: Development of World Civilization - History 100--which concerned itself with the development of political, social and cultural institutions from ancient times to the twentieth century as they contribute to an understanding of our civilization; and Public Opinion - Journalism 310--which was a study of the nature, significance and principles of public opinion.

Classes were conducted by Bethany College faculty members once a week. Each course was three hours in duration and included lectures and classroom discussions. Guest lecturers were periodically brought in to address the classes, one of whom was female. Thirty-two inmates enrolled in the two courses. Of this number, twenty passed, eleven withdrew, and one received a grade of incomplete.

An evaluation to date of the project discloses that the students ranged from average to superior when compared with on-campus students in their ability to comprehend courses at the college level. A poll of eighty-six inmates, taken by students in the journalism class, reflected that twenty-six of the number interviewed desired a greater variety of courses and the implementation of a full year program. Although the project's goal of establishing a permanent program which includes higher education courses has not been attained at this time, it is nevertheless, considered to have been successful during this phase of imparting knowledge to the disadvantaged.

Present plans are to seek Title I funding for fiscal 1970 to continue the project for the coming school year.

69-003-017

"DIMENSIONS FOR LEADERSHIP: COMMUNITY FACTORS IN THE RETENTION AND DEVELOPMENT OF INDUSTRY" - PHASE II

BETHANY COLLEGE

On March 15, 1969, Bethany College conducted the second in a series of seminars designed to provide an opportunity for new levels of thinking for area leaders who are involved in the socio-economic problems of the Upper Ohio Valley Region. Focusing on factors currently being considered by industry and state development agencies in selecting a given area for industrial development, representatives from the E. I. Dupont de Nemour and Company, the Pennsylvania Department of Commerce and the Ohio Department of Development addressed themselves to such specifics as transportation, financing, water supply, labor forces, educational systems, and tax programs.

"DIMENSIONS FOR LEADERSHIP: COMMUNITY FACTORS IN THE RETENTION AND DEVELOPMENT OF INDUSTRY" - PHASE II (cont.)

As an all day session, the activities of the seminar included small group discussion, for purposes of analyzing the Upper Ohio Valley Region in terms of the specifics presented by the consultants, followed by the presentation of views, comments, and questions with responses by the consultants serving as a panel.

Participating in the seminar were thirty-seven people from Wellsburg, Martins Ferry, Wheeling, Follansbee, Weirton, Wintersville, Fairmont, Bellaire, Steubenville, Salem, Parkersburg, Glenville, Moundsville, and Charleston. These represented a wide variety of public agencies to include the West Virginia Department of Commerce, the West Virginia Department of Employment Security, municipal and county governments, municipal and county planning commissions and a wide range of area industry.

This series has been particularly successful in that it has consistently brought together interested leaders from a large geographical region which, heretofore, has exhibited little recognition of common goals and interests. Whether or not the information imparted during the past two seminars will be transmitted to action by the participants cannot be known at this time.

This phase of the project is complete and plans are currently underway for preparing another follow-up program for fiscal 1970 with Title I partial funding.

Projects in Progress

67-018-005

PUBLIC ADMINISTRATION EDUCATIONAL SERVICED-PHASE II

WEST VIRGINIA UNIVERSITY

Certificates indicating satisfactory completion of requirements for the police official's training program in human relations were awarded to 220 law enforcement officers during 1969. The presentation of certificates climaxed a three-day program of intensive exposure to problems which law officers face in dealing with minority groups and young people.

The purpose of the program was to create awareness among law enforcement officers of attitudes held by minority groups toward the police and the concomitant problems generated by these attitudes. In this manner, the intent was to "sensitize" officers in their dealing with minority groups, to encourage officers to examine their own attitudes and behavior patterns, and to promote sound professional practices in police work. Representative program topics included "Minority Groups View the Police," "Civil Rights of the Public," "Civil Disobedience," and "Youth and the Police."

Workshop sessions were held on three non-consecutive days at four separate locations in West Virginia. This arrangement was prompted by the realization that it is difficult for law enforcement officers to leave their respective communities for any extended period. Thus, the facilities of four colleges located in different geographic regions of the state served as conference sites. Such an arrangement unquestionably facilitated attendance, and numerous instances were found where officers arrived having just come "off watch" or attended prior to going on duty.

Workshop sessions were open to all types of law enforcement officers. Members of the state police, municipal policemen, sheriffs and their deputies, and constables were in attendance at one or all of the sessions. The program assumed a tri-state character when, in the eastern part of West Virginia, a sizeable contingent of officers arrived from Virginia and a representative of Maryland law enforcement agencies likewise attended.

A workshop format stressing informality was employed. Following a brief presentation by a discussion leader, individual officers designated as reactors were invited to comment. However, interest by the officers was such that the reactors rarely led off the discussion. Although almost completely unstructured, a high level of interchange occurred among the officers themselves. In some instances, the discussion brought about impromptu presentations by the discussion leader--in one case a review of ghetto slang evoked such interest that it was subsequently added to the program.

Data for subsequent work with the police in human relations was gathered during the course of the workshop sessions. Prior to the first session, the attending officers were given a standard attitudinal test designed to provide insight into their individual feelings about minority groups. At the colse of the workshop sessions, a conference evaluation form was also completed and the officers were further asked to make recommendations in the broad problem area of the police and human relations. This data will be correlated and included in the project evaluation.

"PUBLIC ADMINISTRATION EDUCATIONAL SERVICED - PHASE II (cont.)

Although a difinitive evaluation must await the final report, a few tentative observations may bo offered regarding the results of the program. First, the attending officers were aware that they are the "man in the middle" as far as black-white relationships are concerned. This has resulted in both apprehension and uncertainty among the police as displayed by various response patterns throughout the course of the workshops. Black discussion leaders were invariably greeted with polite (and sometimes not so polite) suspicion. Invariably, black discussion leaders were told "We don't have any problem here," or were asked, "What are the black people doing to improve police-community relations?" Individual officers, moreover, evidenced frustration both with elected officials for lack of understanding and with militant members of minority groups.

Secondly, a definite need exists to sensitize police officers in dealing with both youth and minority groups. This was revealed in several ways but was most evident in speech lapses during the discussion period. An early session touched upon "Approach" and the use of terms which minority groups find abusive such as "Boy and "Nigger". In the sometimes warm exchange that followed the presentations, individual officers would simply use these terms without thinking.

Finally, in a more broad vein, there are indications that police officers are striving for increased professional states. While this is commendable in many respects, it is also seemingly a two-edged sword as far as police-minority group relations are concerned. Professionalism may tend to insulate the police officer even further from the clientele he serves. There may be a real need to reconcile growing professionalism among police with the hoped-for image that a police officer is a servant of the community whose primary duties include help and assistance in time of difficulty.

The police training program in human relations were conducted under the auspices of the Bureau for Government Research, West Virginia University. Cooperating agencies included the West Virginia Human Rights Commission, the West Virginia Municipal League, the West Virginia Association of Cities, the West Virginia League of Counties, the West Virginia State Police, and the West Virginia Association of Police Chiefs.

West Virginia University has shown both the competence in sponsoring this type of project and the ability to mobilize the support of concerned agencies in its implementation. Activities planned for the remaining portion of the project, which is 80% completed, include the completion of a research component, which is to be published, and the sponsorship of a one-day workshop for police chiefs to discuss ways of implementing recommendations concerning police-community relations arising from the programs in their communities.

68-018-006

"A PRE-LEGISLATIVE CONFERENCE FOR THE WEST VIRGINIA STATE LEGISLATURE"

WEST VIRGINIA UNIVERSITY

Marking the first utilization of Title I funds for such an endeavor, West Virginia University, through its Bureaus of Government and Business Research in conjunction with the American Political Science Association, conducted a four-day conference, which was attended by ninety-seven of the 134-member Legislature. This unprecedented project was an initial effort to provide extensive pre-session briefings and orientation for all members of the Legislature and to increase their effectiveness through the fostering of role awareness.

A major portion of the sessions was designed to acquaint legislators with the scope of the problems with which they will be confronted in the upcoming session of the Legislature. Legislators participated in group workshop discussions focusing on four major problems of state government which included welfare, roads, finance, and education. Leading the workshop discussions were panels consisting of university professors, professionals in the four fields, and members of the Legislature.

The problems of state legislatures in general were explored in depth by three visiting speakers noted for their expertise in government. Delivering the keynote address, the Honorable Jesse M. Unruh, Speaker of the California General Assembly and a pioneer in nationwide reform movements for state legislatures, most informatively discussed needed reforms in state law-making bodies in his presentation entitled, "Upgrading State Legislatures."

Second among the guest speakers, the Honorable Terry Sanford, former Governor of North Carolina, presented the problems of state governments within the federal system in an address entitled, "State-Federal Relations."

Third and last among the guest speakers, Mr. Carl Everstine, Director of Legislative Services in the state of Maryland, discussed the historical origin of legislative institutions.

Making his first appearance before the West Virginia Legislators as a body and presenting the final address of the conference, former U. S. Congressman and Governor-Elect for the state of West Virginia, the Honorable Arch A. Moore, Jr. presented his views concerning the future of the state and the problems facing the new administration and legislature.

Following the conference, a separate orientation for freshmen legislators was conducted prior to the opening of the general session of the legislature.

The program as conducted has been acclaimed by observers from the American Political Science Association and the National Citizens Advisory Committee on State Legislatures as an excellent one. Similar responses have emanated from participating legislators, many of whom are seeking ways to continue sponsorship of such an orientation program prior to each legislative session.

At ninety per cent complete, the remaining activity will be devoted to editing proceedings which are to be subsequently published.

69-018-001

"CONTINGENCY MANAGEMENT TRAINING FOR NON-PROFESSIONAL CHILD DEVELOPMENT TEACHERS - PHASE I"

WEST VIRGINIA UNIVERSITY

For the past six months, West Virginia University, in conjunction with Marshall University and the McDowell County Community Action Agency Child Centers Program, has been conducting a contingency management program for approximately forty non-professional teachers in the McDowell County Full Year Head Start Program. As designed, this program seeks to provide pre-school teachers with the methods and "how-to" aspects of working with pre-schoolers to effect changes or modifications in observable behavior; to provide knowledge in special content areas having to do with the specific categories important to, and typical of, the development of children; to demonstrate the effectiveness of contingency management and training; to bring about favorable teacher behavior changes in the content areas; and to identify behavioral objectives for use as a framework for teaching in these areas.

Prior to initiation of the project at the county level of the project staff and non-professional teachers were subjected to cursory pre-training sessions. For the consultant teacher and non-prefessional teachers, a one-month training program was conducted by university personnel in the use of audio-visual equipment; in the writing and use of behavior objectives; in constructing programs of instructions; in the use of the Observer Rating Form developed by B. S. Caldwell of the University of Texas; and in rating teacher performance through direct observation of teachers interacting with children.

For the total project staff, a three-day training workshop was held on the West Virginia University campus in precision teaching, which was conducted by Dr. Ogden Lindsley of the University of Kansas Educational Research Center. Out of this workshop evolved weekly seminars with a number of university faculty and students which have resulted in spin-offs in terms of professional growth and the development of other similar projects.

Rounding out the pre-service training, the consultant teacher was allowed two weeks to observe the activities of local kindergartens and head start programs (three hours each morning) plus practicum training in rating teachers and child observations. Ten non-professional teachers were selected at random and recorded on videotape according to an observation schedule designed for randomization of the effects of the different behavior settings over the daily program.

In order to provide instructional materials, germane to this demonstration project, university personnel have developed, or are in the process of developing, the following materials: A programmed instructional sequence for audio-visual equipment training which will be subsequently published in book form; a study guide for a basic text in the operant analysis of child behavior, entitled, "Child Development I" by Bijou and Baer; a programmed instructional sequence for the writing of behavior objectives and operant analysis of behavior utilizing filmstrips and accompanying programmed materials;

"CONTINGENCY MANAGEMENT TRAINING FOR NON-PROFESSIONAL CHILD DEVELOPMENT TEACHERS-PHASE I" (cont.)

a programmed instructional sequence on the operant analysis of child and teacher behavior using critical incident techniques; and a programmed instructional sequence for rater reliability training in the use of an interpersonal behavior checklist for the observation of children in a pre-school setting.

At the half-way point in the project, with several training sessions completed in Precision Teaching, some progress is already discernible. The need for the project has been reaffirmed by random commentary from the teachers which indicate that this is the only supplemental training they have received to assist them in doing their jobs since the initial child center training program in 1965.

As a reflection of interest, the McDowell Head Start Centers have initiated an incentive program for awarding points to teachers exhibiting desirable behavior complementing and facilitating the Precision Teaching Contingency Management Program, which are redeemable in cash provided by the agency. In addition to this program, several others are being contemplated by the centers such as awarding trading stamps for the "teacher of the month" and "teacher of the year."

The import which this project has for other areas and possibly the entire state is the following:

1) The Childrens' Interpersonal Behavior Checklist Program being developed is also to be used in non-Title I sponsored programs in Raleigh County entitled "HELP" and "HAH" to train teachers for gathering observational data and to help them in their observation of children.

2) Teacher evaluations will be made of students in McDowell and Raleigh Counties for evaluation and comparison purposes.

3) The audio-visual programmed training sequence material is to be used in the Educational Psychology Audio-Visual Laboratory at West Virginia University as a replacement of the program that is being used at this time.

4) The beginning of an inter-institutional consortium between Marshall University and West Virginia University is manifested in the awarding of eight hours credit by Marshall University to the participants in the project.

5) Predicated upon preliminary inquiries, there is an increasing possibility that this program might subsequently be included in the curriculum of primary and elementary grades in the public school systems--especially in the follow-through program.

The innovativeness of the project can be discerned from the arrangement established by the university which enables a consultant teacher to reside in the community during the life of the project, within routine communications and support provided by the staff of the Human Resources Research Institute; the opportunity provided for non-professional teachers to acquire college credit toward a subsequent degree in pre-school education at one of the state's major institutions of higher education; and in the incentive it provides for more welfare mothers to pursue new careers in pre-school education through the newly instituted program of the Welfare Department, called "WIN."

69-018-002

"PUBLIC RELATIONS WORKSHOPS FOR WEST VIRGINIA SCHOOL BOARD MEMBERS"

WEST VIRGINIA UNIVERSITY

The financial support of public schools in West Virginia depends to a large extent upon local resources. During the fiscal year 1967-68, the public school systems throughout the state placed thirty bonds and/or levies on the ballot for voter approval. Only eleven received the necessary sixty percent of the votes cast for passage. Most of these bonds and levies failed primarily because of the crisis public relations programs which failed to adequately inform the citizenry of the benefits to be derived from their passage.

To reduce the incidence of failures in subsequent referenda, West Virginia University conducted a series of public relations workshops for West Virginia School Board members throughout the state which were designed to: 1) develop an understanding of the importance of school public relations in maintaining a good school system; 2) develop the philosophy that a sound school public relations program begins with a written school board policy on the subject; and 3) provide school board members with techniques and/or methods for implementing and maintaining a two-way communications network for their school public relations program.

Two workshops were held in each of five regions in the state which were conducted in phases. The first phase was designed to present the overall objectives, goals, and organization of a school public relations program. The second phase concentrated upon implementing and maintaining a school public relations program. Topics presented for discussion included: 1) relevance and importance of a school public relations program. 2) methods of implementing a school public relations program; 3) communicating with internal and external publics; 4) school board policies and the school public relations program; 5) legal aspects of the school public relations program in West Virginia; 6) the role of the administrator in a school public relations program; 7) cooperation between school boards and the public media; 8) the role of public media in the total school public relations program and 9) an overview of school public relations in West Virginia and the nation.

In addition to providing recently published materials from various state, federal, and private agencies on matters pertaining to public relations, the project director authored two volumes of "Readings in School Public Relations" for distribution to the participants. These volumes contained nine articles collected from national journals and eight articles written exclusively for the project by eight different consultants in the workshop.

The workshops were conducted in facilities provided by the Berkeley, Raleigh, and Marshall County Schools; Morris-Harvey College; the Consolidated Gas Supply Corporation, and the Martinsburg Public Library. At each location, a variety of printed and visual materials relating to school public relations were displayed to permit the participants to review and evaluate their own public relations publications in view of what others are doing in the area.

"PUBLIC RELATIONS WORKSHOPS FOR WEST VIRGINIA SCHOOL BOARD MEMBERS" (cont.)

To date, ninety-four persons have participated in the workshops, representing twenty-four counties. This participation has included representatives from the county school boards, the State Department of Education, county superintendents, West Virginia University extension personnel, county school public relations directors, the West Virginia Education Association and the Title III, Pace Center Director.

The workshops were evaluated by the participants who completed a three-part evaluative instrument. The first part was a Semantic Differntial to appraise the workshop presentations, instructional materials presented to the participants and the topics of the workshop; the second part was a series of ten statements relating to the objectives of the workshops; and the third part was composed of questions relating to the participants' opinion for future workshops. In all three parts, the responses were favorable.

This project is ninety-five percent complete. The remaining period will be devoted to preparing the final reports to the State Agency.

69-017-003

"FINE ARTS INSTITUTE" - PHASE II

WEST VIRGINIA STATE COLLEGE

West Virginia State College is in the process of finalizing plans for the second phase of its cultural arts program which was instituted during fiscal 1968 to enhance the knowledge of local fine arts teachers and members of arts and humanities councils through an interdisciplinary approach to the study of art, music, and drama. As in the previous year, the institute will consist of six weeks of classroom instructions, followed by the presentation of a major production in which each enrollee will participate according to his ability so to do. Classes will meet daily for one hour, five days a week and will focus on such courses as:

Drama 400 - Theory and Practice of Acting
Drama 401 - Theory and Practice of Technical Production

Art 407 - Stage Design
Art 103 - Basic Design

Music 423 - Voice (Operatic Performance)
Music 307 - Conducting (Choral Method)

Again this year, the project is jointly funded by the Governor's Arts and Humanities Council and Title I. Organizations which have agreed to aid in the recruitment of participants as well as, to make their facilities available for exhibits, receptions etc., include the West Virginia Education Association, the Charleston Art Gallery, the Charleston Symphony, the Children's Museum, the Council of Jewish Women, the State Department of Education, the West Virginia Opera Theatre, the Kanawha Players, the Charleston Light Opera Guild, Allied Artists of West Virginia, the Charleston Ballet, the Chamber of Commerce, Arts and Crafts Council, St. Albans Little Theatre, Southeastern Theatre Conference and the American National Theatre and Academy.

As of this report, this project is approximately forty percent complete. The institution's competence in conducting this type of project has been demonstrated by the favorable news coverage received during the previous phase. Plans for fiscal 1970 have not been communicated to the State Agency at this time.

69-018-004

"CRITICAL ISSUES CONFERENCES"

WEST VIRGINIA UNIVERSITY

The extent to which resolutions can be effected in dealing with problems of local and state import is often predicated upon the timeliness of the approach and working both with the groups affected and those that effect. Consistent with this premise, the Institute of Labor Studies of West Virginia University has instituted a one-year program to assist in community problem-solving through the sponsorship of programs concerned with emerging and long-standing critical issues.

One of the questions constantly facing West Virginians today is whether the state's constitution is adequate to the time and, if not, where and how can changes best be made and implemented. In order to explore these questions in detail, a state-wide symposium on constitutional revision was held for members of organizations with state-wide concern. Experts on the subject of constitutional revision shared the platform with persons who had recently been involved in successful or unsuccessful efforts to revise the constitutions of other states.

During the two days encompassed by this symposium, topics of discussion centered around such issues as: 1) What Should a Model Constitution Contain; 2) Virginia's Commission Approach to Constitutional Revision - A Middle Course; 3) Practical Political Considerations in Constitutional Revision; 4) West Virginia's Constitution as it affects taxation; 5) West Virginia's Constitution and the Legislature; 6) West Virginia's Constitution and the Judiciary; 7) West Virginia's Constitution and the Governor; 8) Constitutional Revision in Maryland - Problems and Procedures; 9) West Virginia's Constitution and Municipal Government; and 10) Constitutional Revision in Pennsylvania - Problems and Procedures.

"APPALACHIAN CHURCH LEADERSHIP DEVELOPMENT IN SOCIAL AND COMMUNITY AFFAIRS"
PHASE III (cont.)

1) Developing the curriculum and securing instructors for the annual two-week summer school.

2) A one-day South Branch Valley Development Conference. The area encompassing Grant, Hardy, and Pendleton Counties was undergoing substantial change resulting from the impact of multidevelopment activities which had generated considerable opposition and resistence. At the request of the West Vriginia Council of Churches' Committee on Leisure-Recreation, this conference was conducted to help develop understanding of the changes underway and to bring about a more positive attitude among residents through communication of information, and face-to-face discussion with representatives of the change agencies. This conference was attended by 110 local residents.

3) A one-day Hawks Nest Leisure-Recreation Conference. The purpose of this conference was to sensitize the church to its responsibility and growing opportunity to minister to the needs of the mulitplying numbers of visitors appearing seasonally in outdoor recreation areas of southern West Virginia. Twenty-five clergymen from nine counties in the southern part of the state attended the conference.

4) A two-day Triangle Area (Charleston) Interracial Laboratory. This laboratory was requested due to the mounting interracial tension which had erupted in the Charleston Triangle Area over the displacement of residents and razing of homes for construction of a new interstate highway. In conjunction with the West Virginia Council of Churches, sessions were conducted in an attempt to establish communications and understanding between ghetto residents and white authorities which would lead to working strategies for the solution of interracial problems. Thirty-six persons attended the two-day session, representing the residents of the area under discussion, the Mayor's office, and various other social, welfare, civic, and religious organizations.

5) Five additional showings of the films "A Time for Burning" and "A Time for Building". The audiences at these showings numbered 126.

6) The establishment of an Effective Communications (Homiletics) non-credit course which was designed to provide an opportunity for clergymen to review, renew, and update their communication skills. This course consisted of ten two-hour sessions, meeting weekly. Fifteen persons registered and completed the course.

To date, the project is considered to be fifty percent complete. The competence of the University to administer this type of program has been demonstrated by the favorable reviews received in many periodicals published by religious bodies.

"CRITICAL ISSUES CONFERENCES" (cont.)

This activity was co-sponsored by the Institute of Labor Studies and the College of Law. Persons serving as panelists were representatives of the League of Women Voters, the West Virginia Citizens for Constitutional Convention, Citizens Conference on Administration of Justice and the West Virginia House of Delegates. The proceedings have been incorporated in The West Virginia Law Review and interviews with symposium speakers were filmed by West Virginia University's Division of Radio, Television and Motion Pictures for incorporation in a film dealing with constitutional revision.

At ten percent complete, additional activities will focus upon direct involvement of organizations such as the League of Women Voters, the Council of Churches, the National Association for the Advancement of Colored People, and the West Virginia Federation of Labor in the development of critical issues programs to be offered at a number of locations throughout the state.

69-015-005

"PROJECT AWAKE - PHASE I"

WEST LIBERTY STATE COLLEGE

Project Awake is a proposed three-phase program to be operated over a period of three years. Due to historically poor labor-management relations in the Upper Ohio Valley, it is designed to aid in the reduction of strikes in the area by assisting labor, management, and the general public in conducting a self-analysis of the problems and the formulation of a self-help plan of action.

Utilizing resources from the faculty of West Liberty State College, other West Virginia universities and colleges, local and international unions, local businessmen and industrialists and other consultants, a series of workshops have been planned which will explore in depth, such topics as: labor's role in the community; communications among labor, management, and the public; human relations; labor rights and responsibilities; and labor's value to the community as producer, consumer, citizen, and salesman of the area.

Thus far, the activities of the project have been largely promotional and the acquisition of commitments from desired consultants. Only one public session has been held for union officials and members. The project is considered to be twenty percent complete. No effort is being made at this time by the State Agency to assess the competence of the college in conducting a program in this area or its possible success due to the limited activity reported.

69-018-006

"CONTINUING EDUCATION FOR SOCIAL WELFARE PRACTITIONERS - PHASE II"

WEST VIRGINIA UNIVERSITY

As a continuation of the project begun in fiscal 1968 to apprise social welfare practitioners of the social issues of the state and to increase communications for community problem-solving among the various welfare agencies, state and county governments and the general populace, West Virginia University is in the process of implementing the second of a possible three-phase program. The format for programming will consist of a statewide institute, followed by regional programs, planned and implemented by local practitioners with the back-up resources of the University faculty and members of the West Virginia Chapter of the National Association of Social Workers.

During the period June 1-5, 1969, the four-day statewide institute was held at the University's Continuing Education Center, developed around the theme, "Social Innovation Through the Political Process: Government and Human Dignity." Some of the major topics of discussion focused on 1) West Virginia Political System: Its Structure and Its Dynamics: 2) The Interdependence of Local, State, and Federal Governments; 3) Current Trends in Social Legislation; 4) Social Problems and Human Needs: Models for Civic Action; 5) Perspectives on Legislative Goals and Political Pressures; 6) The Effects of Disaster as a Constant in the Mining Community: The Case of Farmington, West Virginia; and 7) The Emergence of New Governmental Structures.

The total registration of this activity was fifty-three, with a daily attendance of approximately forty-eight.

At forty percent complete, the remainder of the project will be devoted to the planning and implementation of conferences and seminars on a regional basis.

69-018-008

"APPALACHIAN CHURCH LEADERSHIP DEVELOPMENT IN SOCIAL AND COMMUNITY AFFAIRS" - PHASE III

WEST VIRGINIA UNIVERSITY

The major objectives of the Appalachian Church Leadership Development Project is to develop an on-going program of continuing education services on a year-round basis for the clergy and lay leaders in Appalachia, which is designed to improve the effectiveness of leadership in church and community.

Consistent with goal, activities during this reporting period have consisted of:

69-020-010

"CERTIFICATE PROGRAM IN URBAN LIVING"

WHEELING COLLEGE

To provide training for black and white people in the ghetto comminities of the Upper Ohio Valley in the nature, structure, and problems of urban living as an incentive for becoming involved constructively in bringing about community changes, Wheeling College has instituted the first semester of a proposed two-semester program for welfare recipients.

During this semester, which consisted of eight weeks, participants were exposed to lectures, discussion groups, and printed materials relevant to the topics of: 1) The Nature of the City; 2) Power Structures; 3) Public and Private Organizations; 4) Group Dynamics; 5) Leadership Qualities and Techniques; and 6) Parliamentary Procedures.

An evaluation of this phase discloses that the project has been virtually unsuccessful in attracting the number of persons anticipated and also in maintaining the interest of those attracted. Twenty-three persons enrolled at the onset of the program, out of an anticipated minimum enrollment of thirty, which dwindled to four during the second week. The remaining weeks of the project witnessed the participation of an average of seven persons. Out of the original number of enrollees only seven attended a sufficient number of sessions to qualify for the certificate of completion.

The failure of this project is primarily attributable to poor publicity and the failure of the project director to ascertain the needs and interests of the proposed groups to be served prior to its implementation.

At fifty percent complete, it is questionable at this time whether the second semester will be conducted. The former director of the project has terminated his employment with Wheeling College and no replacement has been named.

69-020-011

"CAREER DEVELOPMENT FOR HIGH SCHOOL COUNSELORS"

WHEELING COLLEGE

Wheeling College proposes to conduct a two-week summer session for high school counselors to assist them in acquiring skills necessary for aiding students in making choices in their career development; in understanding how to make an occupational survey; in working with representatives from various fields of employment; in understanding the various theories of career development and the research which supports them; in acquiring general information as well as current information on vocational education and how to study career development as part of the individual's life development, projections, choices, and the pursuit of educational and vocational goals.

"CAREER DEVELOPMENT FOR HIGH SCHOOL COUNSELORS" (cont.)

To achieve these objectives, two instructors will attempt to provide classroom and field experiences which will involve the participants in both the theoretical and practical aspects of career development. The workshops will be conducted on a daily basis and will utilize the services of persons from business, industry, and the academic community.

The proposed activities for this phase of the project will include: 1) an identification of the problems, concerns, and areas of interest on the part of the participants; 2) the role of the school in career exploration; 3) programs of career exploration; 4) examination of occupational interest inventories; 5) career development and human development; 6) administration of occupational interest inventories; 7) teacher and student understandings and attitudes toward work; 8) interpretation of occupational interest inventories; 9) selection criteria for various school programs; 10) field trips to meet with personnel managers of local businesses and industries; 11) panel discussions involving representatives from the Chamber of Commerce, U. S. Employment Service, labor unions, apprenticeship councils; etc.; 12) information concerning community surveys; 13) vocational education programs and career development; 14) the preparation of model programs in career exploration, vocational guidance, and vocational education; and 15) a critique of model programs.

As of this report, most of the activities have been confined to finalizing the program, selecting and obtaining commitments from speakers and disseminating promotional materials. The project is considered to be thirty percent complete.

69-016-012

"THE WYOMING COUNTY SCHOOLS TRAINING PROJECT"

WEST VIRGINIA INSTITUTE OF TECHNOLOGY

The Wyoming County schools have employed para-prefessional aides under the Elementary and Secondary Education Act to assist in the education of disadvantaged students. Many of these aides, through their interaction with the students have discovered that the initial orientation is not sufficient and have requested that formal courses be offered which will enhance their knowledge.

In response to this request, West Virginia Institute of Technology is in the process of developing a full year program which will be conducted in three phases.

The first phase will be a four-week summer program extending from July to August, 1969. During this program, classes will meet three hours a day, five days a week and will cover such topics as: The History of American Education; Purposes of Education in a Democratic Society; Importance of the Individual in American Education; Codes of Ethics for Para-Professional Personnel; Philosophy of Multi-Media Instructions; Use of Multi-Media in the Instructional Phase; Proper Utilization and Operation of Multi-Media Equipment and Preparation of Multi-Media Materials.

"THE WYOMING COUNTY SCHOOLS TRAINING PROJECT" (cont.)

The second phase will commence in September and run through January, 1970. During this phase, attention will be focused on school law and the para-professional staff; duties of para-professional staff to certified personnel; pupil-para-professional-teacher-principal-parent relationships; proper use of the Wyoming County school's forms, grade reports, permanent records, etc.; and utilization of ESEA forms.

The third and final phase of this project will concentrate, during the February-May 1970 period, on the physical, emotional, and social growth of children; basic principles of learning processes; measurements of growth; influences of heredity and environment; effective instructions for disadvantaged youth; and classroom discipline.

To date, most of the project activities have concentrated on faculty recruitment, curriculum development, and faculty orientation and development. The project is anticipated to be fifteen percent complete.

69-016-013

"DEVELOPMENT OF NEGRO LEADERSHIP POTENTIAL FOR ORGANIZATION AND ORGANIZATIONAL PARTICIPATION"

WEST VIRGINIA INSTITUTE OF TECHNOLOGY
AND WEST VIRGINIA STATE COLLEGE

As co-sponsoring institutions, West Virginia Institute of Technology and West Virginia State College are simultaniously conducting a seminar series to increase understanding and involvement in the decision making process by members of the black community in the Charleston and Montgomery areas. Both programs are primarily responding to, rather than dictating, the issues, ideas and direction to which the project should address itself.

In the Montgomery area, for example, the participants determined the problems of the area as 1) employment, 2) housing, and 3) education, and requested meetings with representatives of state agencies and private industry in the area. Following a series of meetings on employment, the group selected a five-man committee to prepare a plan of action for resolving the problem. The plan of action, which was submitted by the Committee and adopted by the group, included recommendations that the black community be strongly encouraged to seek employment in businesses that had formerly been segregated; that the committee itself serves as an intermediary agency in finding persons seeking jobs and referring them to employers; and that training be given to young people seeking employment in such areas as interview, completing applications and their rights under equal employment opportunity laws. Since its formation, the committee has made a number of referrals, and upon three occasions, has been requested to meet with members of industry to discuss procedures for increasing black employment.

"DEVELOPMENT OF NEGRO LEADERSHIP POTENTIAL FOR ORGANIZATION AND ORGANIZATIONAL PARTICIPATION' (cont.)

In the area of housing, participants in the program selected a committee to meet with the Mayor of Montgomery to request that a person of their choice be appointed to fill a recent opening on the city's human rights commission. This request was accepted by the Mayor and the coordinator of the program was appointed.

As an outgrowth of the project to date, a new civic organization has been formed which will be known as the Society of United Leadership, Inc. (S.O.U.L.). This group has met with representatives of the black communities in other parts of the county with the intention of forming satellite organizations to take a more active part in the influencing of policies affecting the blacks in the county.

In the program for the Charleston area, seminars have been conducted around such topics as: 1) the problems and approaches to leadership preparation in the various areas of social, economic and political life; 2) the inequalities and grievances of black Americans and procedures for filing complaints with the S Human Rights Commission; 3) effective approaches to solutions and legal means of redress; 4) the concepts of black power and an evaluation of the black revolution; 5) discrimination and segregation practices by employers; and 6) law enforcement: black oppression or rights protection. Unlike its companion program, there have been no committee spin-offs as of this reporting period.

The project as a whole is considered to be approximately fifty percent complete. The Montgomery phase will reconvene after one month's break to deal with the topic of education, while the Charleston area program will carry out nine remaining sessions of an anticipated sixteen session program. Attendance at the sessions are averaging twenty-seven in Montgomery and twenty-one in the Charleston area.

69-007-018

WEST VIRGINIA FESTIVAL OF THE ARTS - PHASE II

WEST VIRGINIA UNIVERSITY

As a continuation of efforts begun in the previous year in working toward the establishment of an annual locally-supported "Festival of the Arts" program in the Fairmont area, Fairmont State College launched the second phase of an anticipated three-phase project. This phase was designed to provide a two-week intensive training program for high school music instructors and local musicians, interspersed with cultural activities for the general public.

With the American Wind Symphony Orchestra in residence, augmented by nationally known musicians, composers, and conductors, daily activities were conducted which centered around choral composition and arranging; small choral ensembles, voice, choral clinics, instrumental ensembles for brass, percussion and woodwind, and jazz.

"WEST VIRGINIA FESTIVAL OF THE ARTS - PHASE II" (cont.)

For the general public, six concerts were held in local churches by the American Wind Symphony Orchestra. Concerts held at the college included Dizzy Gillespie and his quintet, the Junior High Band of America, Peter J. Wilhousky and the Festival Choir, Albert Tipton and the Festival Woodwind Ensemble, Paul Price and the Percussion Ensemble, Jose Serebrier conducting the American Wind Symphony Orchestra, and a final concert presented by the American Wind Symphony Orchestra, the Student and Faculty Wind Ensemble, and the Festival Choir.

The institutional resources involved in the conduct of this festival included the business office, the physical education department, the deans of women and men, the departments of food services, drama, music, art, publicity, and the fine arts division. Assistance in promoting the festival was received from the Fairmont Businessmen's Association, the Greater Fairmont Development Association, Kiwanis, Rotary, Lions, Jr. Women's League, Rural Women's Association, and other industrial and local businesses.

The phase of the project, as of June 30, 1969 is considered to be ninety-five percent complete. The remaining period will be devoted to evaluation and the completion of the final reports. As in the past year, the project was jointly funded by the Governor's Arts and Humanities Council through funds made available by the National Foundation on the Arts and Humanities Act of 1965, and Title I. Unlike the previous year, funds were not obtained from the Benedum Foundation due to late application.

69-009-019

"THE GROWTH AND DEVELOPMENT OF THE WRITING ARTS IN WEST VIRGINIA-PHASE I"

MARSHALL UNIVERSITY

West Virginia has been remiss in developing and/or capitalizing upon the writing talents of its citizens. A review of the literary works of the state, and by its citizens, reflects for the most part, promises rather than fulfillment. In spite of the existing reservoir of literary talent, public schools, as well as institutions of higher education, are doing little to discover and nurture it to fruition.

As a move to assist in the surfacing of much of this dormant talent, to focus national attention on the state as a place from which to draw and to which to send talent for meaningful experiences, and to assist in the improvement of school curricula in the writing arts, Marshall University has initiated the first phase of an anticipated three-year program with a three-day writer's conference.

By means of panel discussions, lectures, workshops, and informal discussions, the conference provided an opportunity for approximately 1,550 interested persons to explore in detail such areas of creative writing as: the writer's world;

"THE GROWTH AND DEVELOPMENT OF THE WRITING ARTS IN WEST VIRGINIA" (cont.)

the effects of communications media and technology on writing, past, present and future; the generation gap and the journey every writer must make to survive. Assisting the English Department in the implementation of the program were authors, critics, publishers, and editors of national repute, who served the leadership of budding but unpublished young writers.

Consistent with the project's goals of providing a medium for publicizing the works of West Virginia writers and others, the first issue of a literary magazine entitled "The Little Review" has been published and disseminated to interested persons and agencies.

To date, the project is estimated to be ninety percent complete. The remaining portion will be devoted to the planning and sponsorship of a series of 'mini conferences' utilizing less established writeres. Predicated upon letters received to date, the project is progressing successfully.

69-013-020

"REFRESHER COURSES AND WORKSHOPS IN ENVIRONMENTAL SCIENCES"

SALEM COLLEGE

A nine-month program is presently underway by Salem College which is designed to inform the public about environmental sciences and their application to everyday living; to update the knowledge of high school teachers and technicians in the environmental sciences and to foster better cooperative relationships among the various organizations working in this area and the general public.

This project is planned for implementation in four phases. The first two phases will consist of two one-day conferences designed to ascertain the problems of pollution and conservation needs of the communities; long range state and federal planning; activities of conversation groups; and individual solutions to pollution problems.

The last two phases are planned as two eight-week refresher courses. The first of these courses will concentrate on applied environmental sciences covering such topics as principles of climatology and hydrology in the United States and West Virginia, radio activity in soils, water, air, and other chemical poisons, the ecology of plant and animal life in West Virginia, wild life development and reforestation, and principles of public health, microbiology, and pollution control systems. The second course will cover laboratory methods for applied environmental sciences in such areas as air and water chemistry - methods of analysis, stream and lake studies - biological methods, microbiology and foods - screening methods for detection of pathogenes, and meteorology - data collection and processing.

"REFRESHER COURSES AND WORKSHOPS IN ENVORONMENTAL SCIENCES" (cont.)

The project is progressing on schedule. The first two phases have been completed, which represents approximately forty percent of the activities to be conducted. As part of the overall plans of sharing information, the first issue of a periodic newsletter entitled "Environmental Science News" has been published and disseminated to interested organizations and individuals.

SCHEDULE C

Annual Report - State Agency

The West Virginia State Agency for Community Service and Continuing Education Programs has perhaps experienced one of its most successful years of operation as fiscal 1969 comes to an end. With the concurrence of the Commission on Higher Education, the designated State Advisory Group, twenty projects were approved for implementation which represent a total investment from federal, state, and institutional sources, of $273,028. As designed, these projects will provide service to an estimated audience of 5,212 persons at an average cost of $50.45 per participant.

In terms of numbers, fewer projects were funded during fiscal 1969 (20) than during the previous year (24). But in terms of quality, the projects approved during this fiscal year were superior to the projects approved during any previous year. This superiority is reflected in the planning currently taking place between the project sponsors and the groups whom they purport to serve; the concreteness of project activities; and the specificity of goals and methods to be utilized in their attainment, which are more realistic and measurable.

The projects funded during fiscal 1969 also reflects a much higher level of participation among the institutions of higher education within the state, and among the various departments within a given institution. Few projects are being conducted at this time utilizing the resources of only one department within an institution. Of the eighteen eligible institutions in the state, ten are serving as sponsors of projects, eliciting participation from seven additional colleges and universities on a cooperating basis. Institutional rivalry, a form impediment to effective implementation of projects, is slowly giving way to a commonality of purpose, rather than a uniqueness of resources held to be estimable, but unavailable.

We have seen this year the beginnings of a consortium arrangement between Wheeling, Bethany, and West Liberty State Colleges in the joint use of faculty resources and facilities in the implementation of projects in the northern panhandle area of West Virginia. West Virginia Institute of Technology and West Virginia State College have overcome complications attendant to fiscal responsibilities and are co-sponsoring a project to run concurrently in two different areas in Central West Virginia; jointly planned and jointly implemented. Also, West Virginia has continued to conduct state-wide projects, the success of which, depends upon the use of area faculties and facilities. Although Title I was officially launched in the State of West Virginia in 1967, only during 1969 have its colleges and universities begun to consider it a viable program warranting their serious attention and commitment.

In carrying out its responsibilities of administration and technical assistance, the staff of the State Agency developed and disseminated a booklet entitled, "Guidelines for the Preparation of Proposals Under Title I; continued the publication of its quarterly newsletter; complied with all requests for technical assistance from institutions conducting, or wishing to conduct Title I programs, through telephone conversations, office, and field visits;

developed guidelines for preparing progress reports; attended all national and regional meetings of Title I at the request of the U. S. Office of Education for final approval of submitted projects, and amendments to the State Plan; conducted a two-day conference for all Institutional Contact Representatives and project leaders; conducted two regional meetings with Institutional Contact Representatives to develop priorities for inclusion in the 1970 Amendments to the State Plan and attended annual and regional meetings of organizations interested, and actively working to further the continuation and goals of Title I.

Although this year of operation has been fruitful, there are yet problems or weaknesses which the State Agency must resolve for efficiency.

The first of these is the problem of audits. The State Agency has not had prompt audits conducted due to the limited supply of acceptable auditing firms, and those which are acceptable, often are too overly committed to accept the task or to carry it out in the allotted time.

The second problem evolves around reconciling the expenditure of state appropriated funds with the federal appropriated funds. State appropriated funds must be expended in the year allotted, while federal funds may be expended in the same or subsequent years. A system must be established which will permit state funds to remain available until the projects to which they have been committed have been completed or terminated.

The third problem centers around reporting procedures. Although provisions have been made for re-assigning and re-allotting unused funds, financial reports, emanating from the colleges and universities sponsoring projects, are usually received too late for these procedures to be meaningful. A system will need to be instituted which will provide information on the non-usuable funds at an earlier date prior to the close of the fiscal year.

The fourth and final problem is related to evaluations of projects completed and in progress. Cursory evaluations are being made by the staff of the State Agency at present, which are inadequate due to the limited amount of time available for such purposes. For a more in-depth assessment of the projects' attainment, consideration might be given to contracting this duty to outside individuals and/or agencies, with a corresponding increase in the level of expenditures authorized by the legislation for administration of the State Agency.

These will be the issues to which the State Agency will address itself during fiscal 1970, and at the same time, continue its efforts to obtain better projects which will expend funds commensurate with the services rendered in community problem solving endeavors.

SCHEDULE D

Financial Report

OE-3092 (2-67)

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

BUDGET BUREAU NO. 51-R0645
APPROVAL EXPIRES 11-30-68

FINANCIAL STATEMENT FOR COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS
Title I, Higher Education Act of 1965, P.L. 89-329

See instructions on reverse

INSTRUCTIONS - Return original and two (2) copies to *COMMUNITY SERVICES AND CONTINUING EDUCATION BRANCH* *U.S. OFFICE OF EDUCATION* *WASHINGTON, D.C. 20202*	STATE West Virginia NAME OF STATE AGENCY West Virginia University	FISCAL YEAR ENDING JUNE 30, 19 69

CHECK APPLICABLE BOX

☐ INTERIM REPORT THROUGH OCTOBER 31, 19____ *(Due November 30)*

☐ INTERIM REPORT THROUGH MARCH 31, 19____ *(Due April 30)*

☒ FINAL REPORT FOR FISCAL YEAR 1969 *(Due August 31)*

PART I		FEDERAL FUNDS (1)	NON-FEDERAL FUNDS (2)	TOTAL (3)
SECTION A. TITLE I STATE ADMINISTRATION				
1	EXPENDITURES *(Disbursements)*	$ 16,908.97	$ 9,482.73	$ 26,391.70
2	UNLIQUIDATED ENCUMBRANCES	-0-	-0-	-0-
3	UNENCUMBERED BALANCES	956.03	417.27	1,373.30
4	TOTAL BUDGET, TITLE I STATE ADMINISTRATION *(Sum of Lines 1, 2, and 3, Section A)*	$ 17,865.00	$ 9,900.00	$ 27,765.00
SECTION B. TITLE I PROGRAMS				
1	EXPENDITURES *(Disbursements)*	$ 94,078.00	$ 151,757.00	$ 245,835.00
2	UNLIQUIDATED ENCUMBRANCES	27,193.00	-0-	27,193.00
3	UNENCUMBERED BALANCES	-0-	-0-	-0-
4	TOTAL BUDGET, TITLE I PROGRAMS *(Sum of Lines 1, 2, and 3, Section B)*	$ 121,271.00	$ 151,757.00	$ 273,028.00
SECTION C. SUMMARY *(Section A + Section B)*				
1	EXPENDITURES *(Disbursements)*	$ 110,986.97	$ 161,239.73	$ 272,226.70
2	UNLIQUIDATED ENCUMBRANCES	27,193.00	-0-	27,193.00
3	UNENCUMBERED BALANCES	956.03	417.27	1,373.30
4	GRAND TOTALS, TITLE I BUDGET FISCAL YEAR 19____ *(Sum of Lines 1, 2, and 3, Section C)*	$ 139,136.00	$ 161,657.00	$ 300,793.00

PART II – Complete this part for the June 30 Report ONLY

A	UNENCUMBERED FEDERAL GRANT AT JUNE 30, 19 69 *(Section C, Line 3, Column 1 above)*	$ 956.03
B	REFUNDS OR ADJUSTMENTS TO PRIOR YEAR GRANTS *(Attach separate sheet of paper with detailed information)*	-0-
C	BALANCE DUE U.S. OFFICE OF EDUCATION *(Sum of Lines A and B above)*	$ 956.03

CERTIFICATION

I CERTIFY that all of the information contained herein is true, complete, and correct to the best of my knowledge and belief.

TYPED NAME AND TITLE OF FINANCE OFFICER	SIGNATURE	DATE OF CERTIFICATION

2

OE-3092-1 (2-67)

BUDGET BUREAU NO. 51-R0645
APPROVAL EXPIRES 11-30-68

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

Schedule A - Title I State Administration
EXPENDITURES AND ENCUMBRANCES FOR FISCAL YEAR 19__

INSTRUCTIONS - This is a breakdown by line item of the State Administration amounts shown on Lines 1 and 2, Section A, of the Financial Statement. Column Totals should agree with the Financial Statement as indicated by the respective footnotes.

	ITEM	FEDERAL FUNDS	NON-FEDERAL FUNDS	TOTAL
1	PERSONAL SERVICES	$ 16,290.08	$ 2,600.00	$ 18,890.08
2	EMPLOYEE BENEFITS	-0-	-0-	-0-
3	CONSULTANTS' FEES	-0-	3,000.00	3,000.00
4	TRAVEL	618.89	2,270.39	2,889.28
5	COMMITTEES, WORKSHOPS, AND CONFERENCES		357.30	357.30
6	RENTAL OF SPACE	-0-	-0-	-0-
7	EQUIPMENT PURCHASES *(Attach inventory description, quantity, etc. of items having $100 or more unit value)*	-0-	-0-	-0-
8	EQUIPMENT RENTAL	-0-	-0-	-0-
9	PRINTING AND SUPPLIES		805.32	805.32
10	COMMUNICATIONS		357.26	357.26
11	OTHER (Specify) Maintenance (typewriter)		92.46	92.46
	GRAND TOTALS, TITLE I STATE ADMINISTRATION ⟶	1/ $ 16,908.97	2/ $ 9,482.73	3/ $ 26,391.70

1/ *Total Federal Funds should equal the sum of Lines 1 and 2, Section A, Column 1, of Financial Statement.*

2/ *Total Non-Federal Funds should equal the sum of Lines 1 and 2, Section A, Column 2, of Financial Statement.*

3/ *Total ALL Expenditures and Encumbrances should equal the sum of Lines 1 and 2, Section A, Column 3, of Financial Statement.*

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FORM APPROVED
BUDGET BUREAU NO. 51-R0723

Schedule B - Institutional Projects

Title I, Higher Education Act of 1965, P.L. 89-329, As Amended
EXPENDITURES AND ENCUMBRANCES FOR FISCAL YEAR 19 69

STATE West Virginia

FISCAL YEAR ENDING June 30, 19 69

THIS REPORT IS ☐ INTERIM ☒ FINAL

INSTRUCTIONS - This is a breakdown by project of the amounts shown on Lines 1 and 2, Section B, of the Financial Statement. If an institution has more than one approved project, list each project separately using the eight-digit identification (ID) number assigned to the project. The beginning and ending dates, as well as an indication of whether or not the amounts shown represent final actual costs, should be given for each project. Column totals should agree with the Financial Statement as indicated by the respective footnotes.

PROJECT ID NUMBER	NAME OF INSTITUTION	PERIOD OF PROJECT		FINAL COST		FEDERAL FUNDS	NON-FEDERAL FUNDS	TOTAL
		BEGINNING	ENDING	YES	NO			
69-018-001	West Virginia University	1-1-69	12-30-69		X	$ 17,863	$ 20,434	$ 38,297
69-018-002	West Virginia University	1-1-69	9-30-69		X	3,652	11,529	15,181
69-017-003	West Virginia State College	2-1-69	7-25-69		X	5,080	12,970	18,050
69-018-004	West Virginia University	5-1-69	4-30-70		X	13,852	7,829	21,681
69-015-005	West Liberty State College	1-1-69	12-30-69		X	5,653	8,964	14,617
69-018-006	West Virginia University	1-1-69	12-31-69		X	8,203	18,684	26,887
69-015-007	West Liberty State College	1-1-69	6-30-69	X		2,428	4,144	6,572
69-018-008	West Virginia University	1-1-69	12-31-69		X	9,732	16,771	26,503
69-020-009	Wheeling College	801069	5-30-69		X	6,253	3,152	9,405
69-020-010	Wheeling College	3-15-69	3-14-70		X	3,630	1,200	4,830
69-020-011	Wheeling College	5-15-69	8-30-69		X	2,399	1,620	4,019
69-016-012	West Virginia Tech	5-15-69	5-11-70		X	3,881	3,882	7,763
69-016-013	West Virginia Tech	3-21-69	7-31-69		X	3,996	3,997	7,993
GRAND TOTALS - TITLE I INSTITUTIONAL PROJECTS ⇒						$ [4]	$ [5]	$ [6]

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[4] Total Federal Funds should equal the sum of Lines 1 and 2, Section B, Column 1, of Financial Statement.

[5] Total Non-Federal Funds should equal the sum of Lines 1 and 2, Section B, Column 2, of Financial Statement.

[6] Total ALL Expenditures and Encumbrances should equal the sum of Lines 1 and 2, Section B, Column 3, of Financial Statement.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

FORM APPROVED
BUDGET BUREAU NO. 51-R0723

Schedule B - Institutional Projects

Title I, Higher Education Act of 1965, P.L. 89-329, As Amended
EXPENDITURES AND ENCUMBRANCES FOR FISCAL YEAR 19____

STATE West Virginia
FISCAL YEAR ENDING June 30, 19 69
THIS REPORT IS ☐ INTERIM ☒ FINAL

INSTRUCTIONS - *This is a breakdown by project of the amounts shown on Lines 1 and 2, Section B, of the Financial Statement. If an institution has more than one approved project, list each project separately using the eight-digit identification (ID) number assigned to the project. The beginning and ending dates, as well as an indication of whether or not the amounts shown represent final actual costs, should be given for each project. Column totals should agree with the Financial Statement as indicated by the respective footnotes.*

PROJECT ID NUMBER	NAME OF INSTITUTION	PERIOD OF PROJECT		FINAL COST		FEDERAL FUNDS	NON-FEDERAL FUNDS	TOTAL
		BEGINNING	ENDING	YES	NO			
69-018-014	West Virginia University	4-1-69	3-31-70		X	$ 13,800	$ 13,708	$ 27,508
69-014-015	Shepherd College	9-1-69	6-30-70		X	2,700	4,206	6,906
69-003-016	Bethany College	4-1-69	6-30-69	X		3,753	1,255	5,008
69-003-017	Bethany College	3-1-69	4-1-69	X		800	300	1,100
69-007-018	Fairmont State College	4-1-69	7-30-69		X	3,168	7,932	11,100
69-009-019	Marshall University	3-30-70	3-1-70		X	4,075	7,080	11,155
69-018-020	Salem College	3- 5-69	12-31-69		X	6,353	2,100	8,453
GRAND TOTALS - TITLE I INSTITUTIONAL PROJECTS ⟹						$ 121,271 [4]	$ 151,757 [5]	$ 273,028 [6]

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on Adult Education

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[4] *Total Federal Funds should equal the sum of Lines 1 and 2, Section B, Column 1, of Financial Statement.*

[5] *Total Non-Federal Funds should equal the sum of Lines 1 and 2, Section B, Column 2, of Financial Statement.*

[6] *Total ALL Expenditures and Encumbrances should equal the sum of Lines 1 and 2, Section B, Column 3, of Financial Statement.*